DOCUMENT RESUME

ED 210 060 JC 810 586

TITLE Revitalizing the Humanities in the Community College: Progress Report, October 1, 1980--September 30, 1981.
INSTITUTION Center for the Study of Community Colleges, Los Angeles, Calif.; Washington State Board for Community Coll. Education, Olympia.
SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE 81
NOTE 73p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS College Curriculum; *Community Colleges; *Community Surveys; Curriculum Development; *Curriculum Enrichment; *Humanities; Humanities Instruction; Information Dissemination; Program Evaluation; *School Surveys; State Programs; *Teacher Workshops; Two Year Colleges; Vocational Education
IDENTIFIERS *Center for the Study of Community Colleges CA; Washington

ABSTRACT

This report describes the activities of the Center for the Study of Community Colleges in Washington's Revitalizing the Humanities in the Community College Project. Introductory material describes the Center's role in the project with regard to designing and conducting surveys, planning and conducting faculty workshops focusing on strengthening the humanities, disseminating findings, and evaluating the project. Next, the report reviews the activities of the Center in these areas. The activities included the following: (1) two versions of a community survey were designed to determine what community agencies, organizations, and groups are involved in the humanities; (2) workshops were organized on designing, administering, and analyzing questionnaires; (3) an audience survey was developed for cultural events; (4) a student survey form was drafted and evaluated; (5) 14 workshops were conducted focusing on approaches to integrating the humanities into occupational programs, interdisciplinary courses, lay advisory committees for the humanities, and methods of organizing student and community surveys; and (6) articles, reports, and speeches disseminated information about the project and its activities. After an evaluation of the positive and negative results encountered so far, the report reviews the activities planned for 1981-82 in the areas of surveys, workshops, dissemination, and evaluation. Appendices include the survey instruments, workshop reports, and an inventory of current approaches to integrating humanities and occupational instruction. (AYC)

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REVITALIZING THE HUMANITIES IN THE COMMUNITY COLLEGE: PROGRESS REPORT, OCTOBER 1, 1980--SEPTEMBER 30, 1981.

Center for the Study of Community Colleges
Los Angeles, California 90024

JC 810 580

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National Endowment for the Humanities Project No. AS-00017-79-1409
"Revitalizing the Humanities in the Community College"
Grantee: State Board for Community College Education
Assisting Agency: Center for the Study of Community Colleges

PROGRESS REPORT, OCTOBER 1, 1980 - SEPTEMBER 30, 1981

This is the Assisting Agency's second-year report on the "Revitalizing the Humanities in the Community College" Project. It details the Center's activities on the Project during the past 12 months.

In general, the Center's role has been to provide various forms of assistance to the Project Director, Coordinator, Core Group, Facilitators, and faculty. This has involved Center staff in attending Core Group meetings, advising on Project organization and activities, reviewing Project materials, visiting campuses, and consulting with numerous campus-level people through personal, written, and telephone contacts. Center staff have also acted to link the Project with similar activities in other states by discussing it with, and bringing in ideas from, the staff in those areas. The second part of this linking function has been to facilitate the attendance of Washington faculty and administrators at various regional workshops and meetings to discuss their involvement with the Project. A third aspect of the communication and linking activities has involved Center staff working with various agencies and foundations to bring additional support for the humanities in Washington.

The Center is responsible for four specific types of activities: design and conduct surveys; plan and conduct faculty workshops to enable faculty to work on strategies for effecting the Project's objectives; disseminate survey findings and the activities of the Project; and evaluate the Project. The first-year activities under each of these headings are reviewed as follows:

SURVEYS

Community Survey

During the first year of the Project, Center staff developed two versions of a Community Survey designed to answer three questions: what community agencies, organizations, and groups are involved in the humanities? In what ways and to what extent are these community groups involved? Can the community college find a link with other groups? In late October, 1980, another version of a questionnaire designed for the heads of community agencies or organizations that might work with the college on humanities-related activities was prepared by Center staff. This draft was sent to the Continuing Education Community Services Directors on the Core Group and to three Los Angeles area Community Service Deans to be reviewed and critiqued. Their comments and suggestions were incorporated into the Center's third draft (Appendix A).

This draft was presented at the Core Group's December 2 meeting. At that time Center staff raised the following questions?

1. Do campuses have access to this information through existing sources?
2. Should the Center conduct the survey on all 27 campuses?
3. Should individual campuses be encouraged to administer it on their own?

The consensus was that this information was not available through other sources and that the Center should work individually with interested colleges.

All the colleges were notified that Center staff were willing to come to the campus to conduct training workshops on designing, administering, and analyzing questionnaires. The Facilitators at Clark College and Bellevue College organized data workshops; at both workshops the potential uses of a

community survey were discussed. Faculty and administrators at Clark College concluded that a formal survey was not a priority for their campus.

At Bellevue, the workshop prompted the chairperson of the drama department and the Director of Evening and Continuing Education to explore developing separate questionnaires to meet their particular needs. Center staff worked with Bonnie Wallace-Hoffman to design a short audience survey on attendance at cultural events. This survey (Appendix B) was adminstered in mid-May to audiences attending Bellevue's production of The Country Wife and analyzed by college personnel. Kay Hutchison, Director of Evening and Continuing Education, was interested in surveying a number of organizations that are involved in non-credit educational activities--not only those with humanities activities. Center staff have helped her draft such an instrument (Appendix C) and develop procedures for administering it. Recent statewide budgetary cuts have forced attention away from the survey and toward other concerns. While there is still interest in using the questionnaire, as yet no time has been set for its administration.

Student Survey

At the December 2 Core Group meeting, Center staff presented a student survey draft (Appendix D) that incorporated members' comments and suggestions. Again, as with the Community Survey, the Core Group felt that the Student Survey should be utilized by interested campuses.

After the January data workshop at Clark College, there was considerable interest in a student survey. Center staff worked with the faculty to tailor the questionnaire to their needs and in selecting the sample. The survey was administered at the end of Winter quarter. It was analyzed by campus staff and the results disseminated within the college.

The Humanities Division at Olympic College also decided to use a student survey. Center staff worked with the Division on the design of the survey and sampling procedures. Although the questionnaire was administered in Spring quarter, the Division did not have the funds to analyze it. Consequently, the results have not been utilized.

Because the information to be gained from a student survey is an important aspect of the Project, the Center agreed to conduct a student survey on all campuses. Another version of the instrument was drafted and presented at the Core Group meeting on July 14. Input was solicited from Core Group members and the Facilitators, then a final, four-page version was prepared and printed (Appendix E).

The purpose of the survey is to learn more about the relationship between the courses and activities that students engage in and the progress that they feel they make in such areas as critical thinking, effective writing, etc. It will be administered on November 18 to five percent of all students enrolled in both credit and non-credit courses at on-campus and off-campus locations. Center staff are selecting the sample and assembling the questionnaire packets for each campus. They will also analyze and disseminate the data.

WORKSHOPS

During the past year, Center staff have conducted 14 workshops on a number of different campuses and presented a statewide workshop with outside consultants in conjunction with the Humanities '81 Conference. The content of these workshops is focused on four major areas: approaches to integrating the humanities into occupational programs, interdisciplinary courses, forming and using lay advisory committees, and modes of organizing student and community surveys. The Facilitators organized each session and worked

with the Center to establish the format. In addition to the workshops, Center staff have worked with individual faculty and small groups on the campus project proposals, on obtaining outside grants and funds, and on other Project-related activities. Descriptions of each workshop are in Appendix F.

DISSEMINATION

The Center has been involved in dissemination as an ongoing activity for all phases of the Project. An article outlining some of the results of the Project appeared in the Humanist, Vol. 3, No. 2, September, 1981. All Project reports have been disseminated to the Presidents, Facilitators, Occupational Liaisons, and Community Services Coordinator at all the campuses. They have also been placed in the ERIC system.

Project Report #12, "Integrating the Humanities and Occupational Programs: An Inventory of Current Approaches" (Appendix G) was distributed to all participants at the Los Angeles AACJC-NEH workshop in February, 1981. An article on these approaches appeared in Community College Review, Vol. 9, No. 1, under the title "An ERIC Review: Integrating the Humanities and Occupational Programs: An Inventory of Current Practices."

Several types of material based either entirely or in part on the experience of the Washington colleges with humanities advisory committees have been developed by the Center. Project Report #14, "Formation and Uses of Lay Advisory Groups for the Humanities" (Appendix H) was used in a session on lay advisory committees at the CCHA Western Division Spring Conference in April, 1981. This report has also been distributed to interested colleges outside Washington where faculty are exploring the formation of a humanities advisory committee. Another version of the manual, Advisory Committee to the Humanities: A Handbook, has been written and will be

available through ERIC as Topical Paper #74. A videotape, "Forming and Using Humanities Advisory Committees," has been produced. In the tape, faculty and department chairpersons who have been instrumental in forming committees and some committee members discuss the beneficial experiences of Clark, Olympic, and Shoreline in working with these groups. The tape will be incorporated into future workshops and be used in a session at the CCHA Western Pacific Conference in November. It will be placed in the Washington State video library and so be available to all the colleges in the state.

Various speeches and presentations on the Washington Project have been given by the Center:

- Speech at Everett Community College, Everett, Washington, on November 11, 1980, "National and State Overview of the Humanities and Humanities Faculty," made by Randy Beckwith.
- Speech at Association of California Community College Administrators of Liberal Arts Conference on Liberal Education for Occupational and Transfer Students, Santa Monica, California; November 20, 1980, "General Education in the Community College: A Ripple of Change," by Randy Beckwith.
- Speech at AACJC National Conference; Washington, D.C., April 21, 1981, "Stimulating the Collegiate Function," by Florence Brawer.
- Presentation at CCHA, Los Angeles, California, April 25, 1981, Washington State Humanities Project", by Allen Gates.
- Speech to faculty and staff of the Community College of Denver, Denver, Colorado, August 24, 1981, "Searching for Quality," by Arthur Cohen.
- Presentation to the Washington State Board for Community College Education, Olympia, Washington, September 11, 1981, by Arthur Cohen.

EVALUATION

While this is not intended as a summative evaluation, some of the positive results to date should be noted. First, the minigrants for faculty stimulated at least one and frequently four or five preliminary proposals per campus. Although only about a fifth of the original proposals were selected for implementation (42 of 206), the very process of designing the offering and writing the proposal prompted faculty to think innovatively about their disciplines and instructional approaches.

Second, a number of the funded proposals reveal an effort to extend the humanities to groups generally untouched by traditional formats. Curricular units for vocational students have been designed, some of which have been planned with the instructors from the occupational programs where they will be used. Other offerings are targeted for developmental students and for new immigrants. Still others are intended for the larger community, including students in the K-12 schools, non-credit learners, and senior citizens. Some of the funded projects have now been completed. The evaluations from these indicate that the instructors involved have gained an expertise that heretofore they had not had the opportunity to develop but which can be utilized in future college activities. In addition, the response of the students and participants to these new offerings has been highly favorable.

Third, the humanities divisions of three colleges have formed humanities advisory committees. At all three campuses the experience has been extremely valuable. The committees have undertaken various projects for the divisions and have become an effective support and advocacy group for the humanities program. Having these committees has been such a positive addition that representatives from these three colleges are extending

themselves to their colleagues at other campuses in an effort to help them form advisory groups. Such action seems to be having an effect. A fourth college recently voted to establish such a committee and two others anticipate forming committees in the near future.

Fourth, there is a great deal more interaction and communication among faculty at the same institution and with their colleagues at other campuses. At some institutions a greater sense of divisional unity, fostered by the attention to the humanities, has replaced older disciplinary ties. This has stimulated a more frequent sharing of ideas across disciplinary lines leading in some cases to new interdisciplinary courses. The mechanism of institutional workshops has promoted an interdivisional sharing of educational concerns and perspectives. These dialogues have led to the practice at two institutions of faculty members lecturing in their colleagues' classes and at other colleges have opened the door for more cooperative efforts in the future. Networks and linkages among colleagues at different institutions both in Washington and other Western states have been greatly strengthened. Faculty members are sharing their strategies and ideas and extending their expertise to their peers through Center-sponsored workshops, through state-level meetings, through the CCHA Western Division Conferences, and through the Consultant Registry Program, which will be inaugurated shortly. When established, the Washington-Oregon Humanities Associaton will be a vehicle for continued networking and cooperation.

On the negative side, some of the problems cited in the first year's report have persisted, and some new ones have emerged. First, changes continue to occur on the campus teams and in the membership of the Core Group. Again, a number of factors lie behind these changes--consolidation of positions because of budgetary cuts, leaves, shifts in administrative duties, etc., but the result has been a lack of continuity on the campus and in the

Core Group.

Second, while the past year has seen larger numbers of humanities instructors involved in one or more Project activities, the participation of faculty and staff from non-humanities areas remains limited. This may be because the participation of most of the Occupational Liaisons and Community Services Coordinators remains quite minimal. Except for the institutional workshops and the Humanities '81 Conference there have not been many activities in which they have become involved.

A third problem area is the difficulty in building in follow-up sessions and activities for the initial workshops. Campus personnel have not been able to schedule follow-up sessions, and there have been few follow-up activities. Perhaps the State Consultants Registry will enable campuses to call upon faculty who can provide further assistance and support in order to work on a strategy or idea presented in a workshop.

Many of the participants feel that problems with the Project have arisen because of the current fiscal crisis in the state. The legislature has said that each college will only be funded for so many students. In effect, this puts a cap on enrollments. The question is how to reconcile the enrollment cap with the Project goal of recruiting more students into humanities courses. Each college has also been forced to cut its budget by 15 percent in the last 14 months. The first round of cuts was mainly in areas other than the humanities. But it appears that the next round will effect the humanities and so the goals of the Project. Perhaps the most serious effect of the fiscal crisis has been to divert attention and energy away from the Project. With these weighty concerns, faculty members and administrators have not been able to concentrate on Project goals and activities to the extent that they might have under other more favorable circumstances.

Activities, October 1, 1981 - September 30, 1982

The Assisting Agency's activities during the third year of the Project will be to continue the general assistance by working with the Project staff, Core Group, Facilitators, and concerned campus-level people. Center staff will attend pertinent meetings, visit campuses, review proposals emanating from the campuses, advise on new activities, and bring in ideas and people who can help revitalize the humanities at the colleges. Additional activities will include: conducting the student survey; analyzing the data from that survey and disseminating the findings; reviewing curriculum and enrollments to examine changes between Fall, 1979, and Fall, 1981; disseminating the activities and products of the Project; conducting workshops and holding meetings with individual campus groups. The Center will continue to keep records of the various activities and interventions and the objectives that they are intended to achieve. This information will provide the basis for the final evaluation.

Surveys

The student survey will be administered on November 18th to students in a sample of approximately 400 course sections meeting during the 10 a.m. and the 7 p.m. hour. Center staff will analyze the surveys, report on the findings, and disseminate the results to the Core Group and to campus groups throughout the state. If some institutions are interested in using a community survey to provide information on off-campus humanities events and activities, Center staff will be happy to work with them. Training sessions can be held for campus personnel on developing surveys, administering them, and utilizing the data yielded.

Workshops

Two workshops on Forming and Using Lay Advisory Committees to the humanities have been scheduled for late October. One will be at Wenatchee Valley on October 27. Randy Beckwith will discuss with faculty the activities of such committees and the benefits to be gained by establishing one, and the videotape describing the experiences of Clark, Shoreline, and Olympic will be shown. A second workshop will be held at North Seattle Community College on October 29 where Randy Beckwith and Polly Zanetta will provide information on existing committees and assist the Division in initial planning for the establishment of a support and advocacy group. A third workshop on this topic has been scheduled for November 4 at Green River Community College.

As a follow-up activity to the very successful all-day workshop on competency-based interdisciplinary humanities courses, the Center has asked Louis Schlegel to prepare a videotape presentation on Valencia's instructional approach. The presentation will include: how to structure an interdisciplinary course; examples of student papers and assignments; and, methods of taking students from their entry-level skills to the desired competencies. A workshop built around the videotape and the written materials and books from Valencia will provide faculty with an excellent basis for adapting this approach to their own situation. Center staff will be happy to provide further assistance to those institutions interested in such a training workshop.

The number of workshops that will be held during the third year and the format will depend on the efforts of people at the various campuses. They must make the necessary arrangements and turn out an audience. The person who assumes the major responsibility for organizing a workshop may be

the Facilitator, another member of the campus team, or an interested faculty member, but someone on the campus must do it. The Center will provide assistance and support to the individual and campus hosting the workshop, but the actual planning for the session, the inviting of attendees and the initiative to sponsor it rests with campus staff. We anticipate several successful workshops during the year.

Dissemination

During the third year Project Reports on activities, workshops, and survey findings will be disseminated to key people on each campus. Materials emanating from the Project will be presented and distributed at professional meetings and conferences. An effort will be made to publicize those approaches and products that have the potential of being used on other campuses. This will be accomplished through articles in professional journals and publications and through presentations at various meetings. A number of presentations regarding Humanities activities in Washington's community colleges have been scheduled as part of the CCHA Western Division Fall Conference in San Francisco November 20-21. Reports to national conferences will also be made, e.g., at the Annual Convention of AACJC in April, 1982.

Evaluation

Center staff will continue to evaluate the Project's organization procedures, activities, and progress. Documentation on the different activities and interventions initiated by each campus will be maintained in order to ascertain which strategies seem successful and which can be replicated on other campuses. Strengths and weaknesses of a statewide project will be examined and an effort will be made to identify those factors that are most salient in contributing to a revitalization of the humanities in two-year colleges.

DRAFT
11/17/80

APPENDIX A

WASHINGTON HUMANITIES PROJECT --(NAME OF) COMMUNITY COLLEGE/COMMUNITY SURVEY

The humanities may be defined as anthropology, art, cultural geography, ethnic studies, foreign languages, history, law/government, liberal arts, literature, music, philosophy, religious studies, social studies, and theater/film. Communities can play a major role in strengthening these areas. Indeed, many activities that are related to the humanities are generated by community involvement -- for example, art exhibits, theater, musical presentations, book study groups, forums on political or social issues.

This survey is part of a National Endowment for the Humanities sponsored project to revitalize the humanities in Washington's community colleges. Its purpose is to learn more about humanities activities that are available in the community, groups that participate in these activities, the role of individual personnel, and the relationship between the various programs and the community college. Thank you for responding to each item to the best of your ability.

1. With what institution or organization are you affiliated?_____

2. What is your primary position?

   a. Community Service director or staff person ____
   b. Community College Continuing Education Director ____
   c. Community school staff person ____
   d. Museum or gallery staff member ____
   e. Theatrical group member ____
   f. Symphony, choral, or other musical group staff member ____
   g. City or county librarian ____
   h. Four-year college staff member ____
   i. High school staff member ____
   j. Parks and Recreation Department staff member ____
   k. Director of a church sponsored group ____
   l. Member of a civic organization ____
   m. Member of a community interest group ____
   n. YWCA/YMCA staff member ____
   o. Reporter or staff person for a local radio or TV station ____
   p. Book or record shop owner ____
   q. Other (please specify)_____

3. Have you ever been involved in:

	Yes	No
a. Designing and/or presenting a humanities related event -- e.g., community forum, art show, theatrical presentation?	___	___
b. Working with the college community service division to present humanities non-credit courses and activities (i.e., lectures, special performances)?	___	___
c. Jointly planning and sponsoring humanities activities with other community agencies or groups (i.e., libraries, museum)?	___	___
d. Designing materials to promote the humanities (i.e., brochures, posters, and flyers)?	___	___
e. Developing a cooperative educational program between business or agencies in the community and humanities departments (i.e., art students with an art association group, political science students with campaign office)?	___	___
f. Seeking support to establish scholarships and internships for students in the humanities at the community college?	___	___
g. Utilizing the campus or public media to publicize special humanities activities and programs?	___	___

h. Other (please specify) _____

4. To the best of your ability please indicate the number of activities that are offered in the area serviced by your community college.

	1	2	3	4 or more
a. Art exhibits	___	___	___	___
b. Theater/Drama Presentations	___	___	___	___
c. Poetry readings	___	___	___	___
d. Musical performances (recitals, popular concerts, operas)	___	___	___	___
e. Dance performances	___	___	___	___
f. Artist-in-residence	___	___	___	___
g. Film series	___	___	___	___
h. Forum on a humanities-related issue	___	___	___	___
i. Conference on the humanities	___	___	___	___
j. Historical or period celebration (i.e., Renaissance Fair, County Centennial)	___	___	___	___
k. Humanities open house	___	___	___	___
l. Tour of local cultural facilities (i.e., architectural or historical sites)	___	___	___	___
m. Activities highlighting a particular ethnic group (i.e., Black Culture Week, Asian Culture Week)	___	___	___	___

n. Other (please specify)_____

5. Which of the following agencies or organizations have you worked with to present a humanities-related activity? With which of these would you like to present an activity? Please mark column A and B where appropriate.

	A Have Worked	B Would like to Work
a. City, Campus, or County Library	___	___
b. Senior Citizen Centers or Homes	___	___
c. Local Art Council, Art Society, Museum or Gallery	___	___
d. Drama or Theatrical Group	___	___
e. Musical Group (Symphony, Choral Society)	___	___
f. Community Interest Groups (i.e., historical society, literary, travel)	___	___
g. Parks and Recreation Department	___	___
h. (name of) Community College	___	___
i. Local Schools (high schools, colleges, universities)	___	___
j. Schools out of the area	___	___
k. YWCA/YMCA, Church, Synagogue	___	___
l. Civic Organization (i.e., Kiwanis, Chamber of Commerce)	___	___
m. Local Radio Station or T.V. Station	___	___
n. Local Bookstores, Record Stores	___	___
o. Other Commercial Groups (i.e., banks, shopping centers)	___	___
p. Auditorium or Large Capacity Facilities	___	___
q. Political Organizations	___	___

r. Other (please specify)_____.

6 What would it take to involve you in a project that is devoted to advancing the humanities? Check all that apply.

a. Clerical help ____

b. Financial support ____

c. Promotion by the media ____

d. Evidence of interest on the part of college students or members of the community ____

e. Cooperation from other community groups or agencies ____

f. Recognition by the college or the community ____

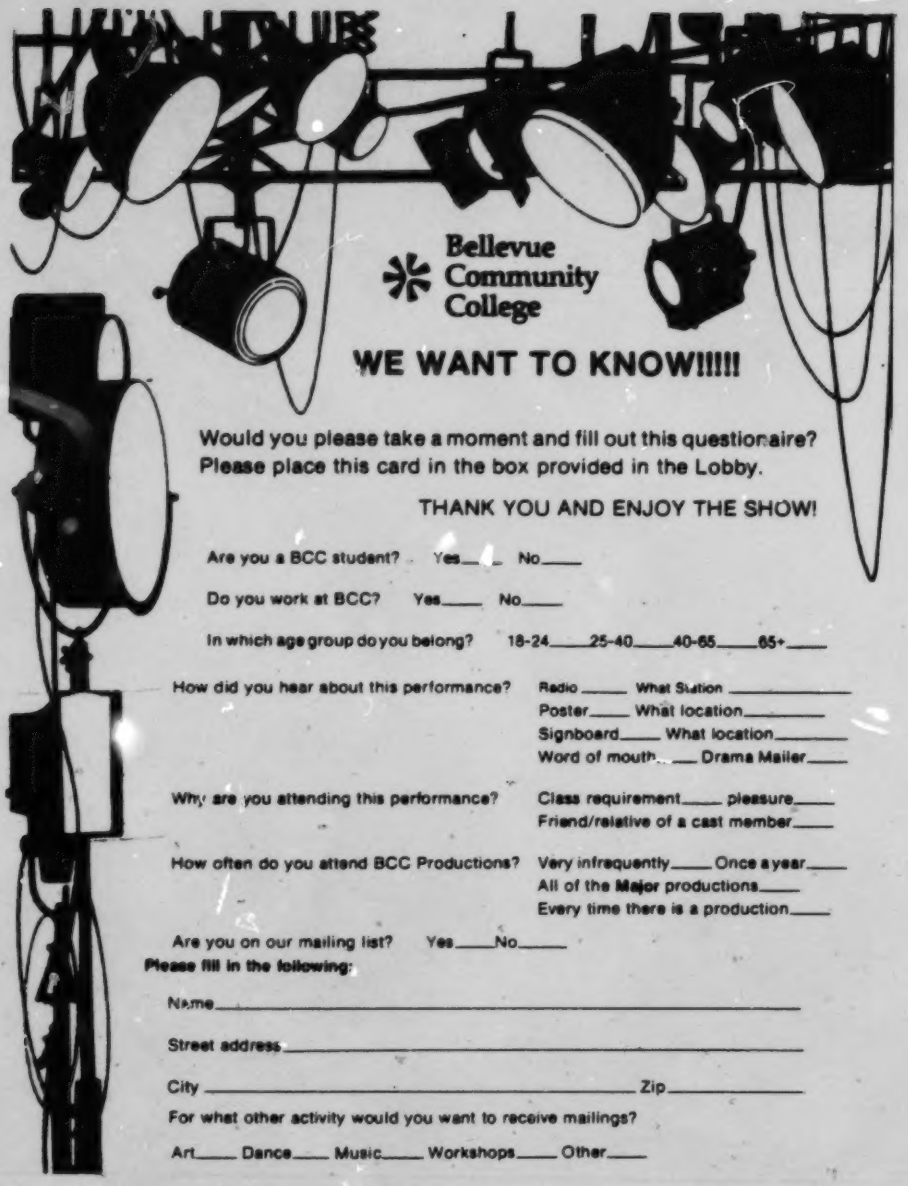
g. Involvement of colleagues or friends ____

h. I am not able to become involved in such activities ____

i. Other (please specify) _____

Thank you very much for completing this survey.

APPENDIX B



Bellevue Community College

WE WANT TO KNOW!!!!!

Would you please take a moment and fill out this questionaire?
Please place this card in the box provided in the Lobby.

THANK YOU AND ENJOY THE SHOW!

Are you a BCC student? Yes___ No___

Do you work at BCC? Yes___ No___

In which age group do you belong? 18-24___ 25-40___ 40-65___ 65+___

How did you hear about this performance? Radio___ What Station___
Poster___ What location___
Signboard___ What location___
Word of mouth___ Drama Mailer___

Why are you attending this performance? Class requirement___ pleasure___
Friend/relative of a cast member___

How often do you attend BCC Productions? Very infrequently___ Once a year___
All of the Major productions___
Every time there is a production___

Are you on our mailing list? Yes___ No___

Please fill in the following:

Name___

Street address___

City___ Zip___

For what other activity would you want to receive mailings?

Art___ Dance___ Music___ Workshops___ Other___

DRAFT

APPENDIX C

Bellevue Community College

THOMAS E. O'CONNELL, PRESIDENT

In a time of decreasing resources, all of us need to allocate our organizational resources as wisely as possible. As a public institution, we at BCC are concerned that many of us may be competing to meet the same needs for the same audiences, while other needs go unidentified or unmet. In Continuing Education, we are particularly interested in determining the need for non-credit educational activities within the greater Eastside community which comprises our service district. One of the problems we find is that there are very few mechanisms which help us learn about each others' efforts, let alone do any planning or discussion of how we might better support our community and each other.

This enclosed survey instrument is the first step to establish such a mechanism. With it, we are working to identify the various types of organizations and agencies involved in presenting formal and informal non-credit educational activities for their employees, members, or the community at large, ranging from an exhibition in an art gallery or a discussion group to a participative recreation class, or highly structured computer technology course. With this instrument, we will also identify which organizations appear to or feel they may be overlapping or competing, as well as which may be interested in working towards diminishing that overlap.

By "non-credit," we mean activities not oriented or primarily intended to be part of a program leading to a degree or vocational certificate. By "educational activity," we mean any structured activity provided by your organization or group which is intended to cause a change in attitude or capability on the part of participants.

We will call you in the next several days to set up a time convenient for you for a phone interview during which the survey instrument will actually be completed. Please take a few moments to look through the enclosed copy of the instrument prior to that time.

We will be happy to provide you a copy of the summarized survey if you will so indicate when you are completing the survey form. We look forward to your participation in this study and hope you will find the results of interest to your organization.

Looking forward to your participation,

Kae Hutchison, Director
Evening and Continuing Education

KH:sh

3000 LANDERHOLM CIRCLE S.E.
BELLEVUE, WASHINGTON 98007
(206) 641-0111

DRAFT

COMMUNITY NON-CREDIT EDUCATIONAL ACTIVITIES
SURVEY INSTRUMENT

1. Please indicate which categories best describe your organization. Check all that apply.

____City/State Agency

____Private Business/Industry

____K-12 School System

____Private Higher Education

____Public Higher Education

____Private Non-Profit Organization

____Public Media

____Other

____Recreation/Athletic/Physical Fitness

____Social Service

____Cultural/Arts

____Professional or Pre-Professional Training

____Personal/Intellectual Stimulation

____Financial Planning/Consumer Education

____Avocational

____Vocational/Occupational training

2. Approximately what percentage of your total organizational effort is involved in presenting educational activities?

____0%

____10%

____25%

____50%

____75%

____100%

3. Of the areas listed below, which, if any, comprises 40% or more of your educational activities (check more than one if applicable).

____Recreation/Athletic/Physical Fitness

____Social Service

____ Cultural/Arts

____Professional or Pre-Professional Training

____Personal/Intellectual Stimulation

____Financial Planning/Consumer Education

____Avocational

____Vocational/Occupational training

4. For which age range are your educational activities primarily designed?

____ (Ages 1-5)

____ (Ages 6-14)

____ (Ages 15-18)

____ (Ages 19-24)

____ (Ages 25-60)

____ (Over 60)

____ Does Not Apply

Community Non-Credit Educational Activities
Survey Instrument 2

5. Are your educational activities generally intended for

____members/employees only
____members/employees and guests
____members/employees and general public
____the general public
____other
____does not apply

6. Please estimate the total number of educational activities sponsored or offered by your organization during 1980.

____1-4
____5-12
____13-24
____25-48
____49-100
____101-240
____241-600
____more than 600
____does not apply

7. Would you say the number of your educational activities since 1980 is

____fairly stable
____decreasing somewhat
____decreasing markedly
____increasing somewhat
____increasing markedly
____does not apply

8. Please indicate the most frequent type(s) of educational activity offered by your organization.

____exhibition/performance
____workshop/seminar (2 hrs.-5 days--some participant/leader interaction)
____course (5-50 sessions of approximately 45 minutes or more, in lecture, discussion, or activity mode)
____lecture (30 minute-2 hour presentation--little or no active audience involvement)
____discussion (may have a leader but primary contributions come from group members)
____one-to-one sessions scheduled on a regular basis (such as private music lessions)
____other (describe)
____does not apply

DRAFT

9. Please indicate the fee per hour of instruction which most closely approximates your normal or average charge to participants (excluding special supplies and equipment usage fees).

____-0-(No charge)

____up to $1.00/hr

____$1.01 - 1.99

____$2.00 - 5.00

____$5.00 - 15.00

____$16.00 - $25.00

____$26.00 or more

____does not apply

10. One of our interests is to identify organizations offering educational activities in areas which correspond to the academic humanities. We can define the humanities as activities which utilize the study of any societies' culture, history, or artistic expressions to better define and understand the values of that culture and how they relate to our own cultural and personal values and life view. The areas listed below are some of the activities through which students might discover and explore such values. Please check any which your organization has offered in the past year. Under "other," list any activities not listed which you have offered and feel fit the above description.

____local history

____performance of dance or music

____art or craft exhibition

____study of other cultures or countries

____other

____foreign language study

____history or appreciation of art, music, drama

____book discussion group

____classes in performance areas of music, drama, dance, art

11. Approximately what percentage of your total educational activities (as outlined in question 6) do these humanities activities represent?

____very few

____few

____some

____many

____most

____all

12. Do you feel your educational activities overlap or compete for participants with BCC or other organizations on the Eastside?

____No

____If Yes, could you identify the group(s) you consider your major competitor(s)?

_____

_____

____Does not apply

DRAFT

13. Do you feel your educational activities overlap or compete for participants with BCC or other organizations based outside the Eastside communities?

____No

____If Yes, could you identify the group(s) you consider your major competitor(s)?

_____

_____

____Does not apply

14. Has your group done any formal assessment of community needs in your area of service in the last three years?

____Yes, but the information is not available to others

____Yes, and we would be willing to share it

____No

15. Please identify any other community organization or group you regularly work with in planning or offering your educational activities. This could be a formal or informal process.

_____ _____
Name Name

_____ _____
Name Name

____None

____Does not apply

16. Would you/your organization be interested in participating in a planning/advisory group to discuss educational program overlap and needs not being met?

____only for organizations with whom we compete in audience and type of service

____in a community-wide group which would cover a variety of educational services and audiences

____other (please describe)_____

____not interested

17. Which other organizations would you be most interested in including in an educational activities planning effort?

_____ _____
Name Name

_____ _____
Name Name

18. Do you know of any other organization or group which does not appear to be in our study that offers non-credit educational activities?

____No

____Yes

If Yes, could you provide the names and locations?

Name	Location
Name	Location

19. Would you like a copy of the results of this survey?

____Yes

____No

If Yes, to whom should it be mailed?

Name

Address

City State Zip

Draft
10-31-80

APPENDIX D

WASHINGTON STATE BOARD FOR COMMUNITY COLLEGES
and
CENTER FOR THE STUDY OF COMMUNITY COLLEGES

Student Survey

Dear Student:

Your college, the Center for the Study of Community Colleges, and the State Board for Community College Education are engaged in a three-year project to revitalize the humanities in Washington. This project, sponsored by the National Endowment for the Humanities, involves all 27 Washington colleges and many instructors, students, and administrators.

This survey is designed to learn how community college humanities courses serve their students. The information that it will provide is confidential and will not reveal your identity in any way. It will not form part of your college record. It will, however, help in planning programs and designing courses for students enrolled in community colleges. Please complete this survey as accurately as possible according to the directions given for the various items.

Thank you very much for participating in this important project.

---

1. WHAT IS THE NAME OF THIS COURSE? _____

2. WHAT IS THE NUMBER OF THIS COURSE? _____

3. WHAT ARE THE REASONS THAT YOU ARE ATTENDING COLLEGE? CHECK THOSE THAT APPLY.

   a. To acquire occupational skills ___
   b. To improve occupational skills ___
   c. To help choose a career ___
   d. To prepare to transfer to a four-year college ___
   e. To develop basic learning skills (for example, English, reading, math) ___
   f. To take courses for personal interest ___
   g. No jobs were available to me ___
   h. To get a basic general education ___
   i. To receive financial aid ___
   j. To obtain high school certificate ___
   k. Other (please specify) _____

4. THE HUMANITIES ARE DEFINED IN TERMS OF THE SUBJECT AREAS LISTED BELOW. HAVE YOU TAKEN COLLEGE COURSES IN THESE DISCIPLINES? CHECK YES OR NO.

		Yes	No
a.	Anthropology	___	___
b.	Art history and/or appreciation	___	___
c.	Cultural geography	___	___
d.	English as a Second Language	___	___
e.	Ethnic studies	___	___
f.	Foreign languages	___	___
g.	History	___	___
h.	Humanities	___	___
i.	Literature	___	___
j.	Music history and/or appreciation	___	___
k.	Philosophy/Ethics	___	___
l.	Political science	___	___
m.	Social studies (e.g., women's studies, labor studies)	___	___
n.	Theater/Film history and/or appreciation	___	___

5. IF YOU HAVE TAKEN OR PLAN TO TAKE A COLLEGE HUMANITIES COURSE, INDICATE THE IMPORTANCE OF EACH OF THE FOLLOWING REASONS FOR DOING SO.

		Very Important	Somewhat Important	Not Important
a.	Need a general education course	___	___	___
b.	Learn more about subject area	___	___	___
c.	Increase my understanding of my culture and heritage	___	___	___
d.	Assist me in personal growth	___	___	___
e.	Develop job related skills	___	___	___
f.	Improve my communication skills	___	___	___
g.	Help me know about past and present	___	___	___
h.	Make me a better educated person	___	___	___
i.	Understand people from different countries and backgrounds	___	___	___
j.	Appreciate ideas and/or various forms of thinking	___	___	___
k.	Examine my own and others' ideas more critically	___	___	___
l.	Develop my own values and beliefs	___	___	___
m.	Understand that the instructor is very good	___	___	___
n.	Appreciate artistic and/or musical expression	___	___	___
o.	Encouragement from counselor or instructor	___	___	___
p.	Course description sounds interesting	___	___	___
q.	Required for my major	___	___	___
r.	Encouragement from family or friends	___	___	___
s.	Other (please specify) _____	___	___	___

IF YOU HAVE NOT TAKEN AND ARE NOT PLANNING TO TAKE A COLLEGE HUMANITIES COURSE, PLEASE ANSWER THE FOLLOWING TWO QUESTIONS.

6. INDICATE THE IMPORTANCE OF EACH OF THE FOLLOWING REASONS FOR NOT TAKING A HUMANITIES COURSE.

		Very Important	Somewhat Important	Not Important
a.	Not needed in my program of study			
b.	Subject matter does not interest me			
c.	Such courses are not important in my occupational area			
d.	Already had such courses in high school			
e.	Subjects are too difficult			
f.	Courses not needed in daily life			
g.	No time in my class schedule			
h.	Other courses are more important to me			
i.	Counselor advised against them			
j.	Understand that these courses are boring			
k.	These courses require too much reading			
l.	These courses require too much writing			
m.	Subjects can be learned on my own			
n.	Need more information about what these courses could offer me			
o.	Subjects are directed to people who want to transfer to a four-year college or university			
p.	None of my friends take these courses			
q.	Other (please specify) _____			

*REMEMBER, THE HUMANITIES INCLUDE: ANTHROPOLOGY, ART, CULTURAL GEOGRAPHY, ETHNIC STUDIES, FOREIGN LANGUAGES, HISTORY, LAW/GOVERNMENT, LIBERAL ARTS, LITERATURE, MUSIC, PHILOSOPHY, RELIGIOUS STUDIES, SOCIAL STUDIES, AND THEATER/FILM.

7. WHAT WOULD IT TAKE FOR YOU TO ENROLL IN A COLLEGE HUMANITIES COURSE? CHECK THOSE THAT APPLY.

a. More information about careers in the humanities ____

b. More information about skills needed to succeed in the humanities ____

c. Special financial grants for students interested in the humanities ____

d. Information on how the humanities can help me solve practical everyday problems ____

e. Knowing that the humanities are important for later life ____

f. Understanding that the humanities may help with life's problems ____

g. Availability of tutors in humanities courses to help me with academic problems ____

h. Special courses to help me improve my study skills (notetaking, test taking, writing) ____

i. Information on what courses I should take to prepare for a career in a humanities-related field ____

j. Availability of special remedial humanities courses ____

k. Information about people who are working in the humanities ____

l. Appointments to talk with people who are working in the humanities ____

m. More interesting humanities instructors ____

n. Other (please specify) _____

THANK YOU FOR COMPLETING THIS SURVEY.

APPENDIX E

Washington State Board for Community College Education

and

The Center for the Study of Community Colleges

STUDENT SURVEY

DEAR STUDENT:

Your college, the Center for the Study of Community Colleges, and the State Board for Community College Education are engaged in a three-year project to revitalize the humanities in Washington. This project, sponsored by the National Endowment for the Humanities, involves all 27 Washington colleges and many students, instructors and administrators.

This survey is designed to obtain information about what students gain from their courses. Your responses are confidential and will not reveal your identity in any way. This survey will not become part of your college record. It will, however, help in planning programs and designing courses for students enrolled in community colleges. Please respond as accurately as possible according to the directions given for the various items.

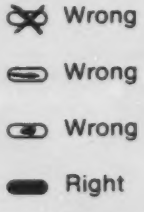
Thank you very much for participating in this important project.

DIRECTIONS

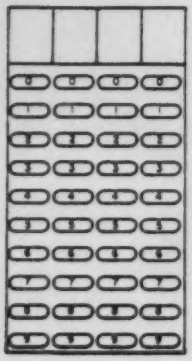
Your responses to this questionnaire will be read by a machine. It is important that you follow a few simple rules:

- Use a pencil - No. 2 or softer. (Do not use ink)
- Make heavy black marks that fill the oval.
- Erase cleanly any response you wish to change.
- Make no stray markings of any kind.

Example:



1. **Your instructor will tell you the survey number for this class. Please write the number in the boxes and fill in the corresponding ovals.**



2. **Are you:**

- ⬭ Male
- ⬭ Female

3. **How old are you?**

- ⬭ 18 or younger
- ⬭ 19 - 22
- ⬭ 23 - 29
- ⬭ 30 - 39
- ⬭ 40 - 59
- ⬭ 60 or older

4. **At this or any other college, how many credits have you completed?**

- ⬭ 0
- ⬭ 1 - 3
- ⬭ 4 - 15
- ⬭ 16 - 30
- ⬭ 31 - 60
- ⬭ Over 60

5. **For how many credits are you enrolled this quarter?**

- ⬭ 0 - 9
- ⬭ 10 or more

6. **What is the primary reason that you are attending college? (Mark only one answer)**

- ⬭ To prepare for a career
- ⬭ To gain skills necessary for advancement in my career
- ⬭ To prepare for transfer to a four-year college or university
- ⬭ To develop basic learning skills (for example, reading, writing, math)
- ⬭ To obtain a general education
- ⬭ To satisfy a personal interest

7. **How would you rate your ability in each of the following areas? Fill in one oval for each item.**

		Excellent	Good	Fair	Poor
a.	Critically examine ideas	⬭	⬭	⬭	⬭
b.	Speak in a language other than English	⬭	⬭	⬭	⬭
c.	Appreciate art	⬭	⬭	⬭	⬭
d.	Appreciate music	⬭	⬭	⬭	⬭
e.	Appreciate theater and drama	⬭	⬭	⬭	⬭
f.	Understand my culture and heritage	⬭	⬭	⬭	⬭
g.	Use mathematics to solve problems	⬭	⬭	⬭	⬭
h.	Understand different cultures	⬭	⬭	⬭	⬭
i.	Read effectively	⬭	⬭	⬭	⬭
j.	Write effectively	⬭	⬭	⬭	⬭
k.	Express myself in speaking	⬭	⬭	⬭	⬭

8. How many college courses have you completed in each of the areas listed below?

		0	1	2 or More
a.	Anthropology	⬭	⬭	⬭
b.	Art History and/or Appreciation	⬭	⬭	⬭
c.	Biological/Physical Sciences	⬭	⬭	⬭
d.	Business	⬭	⬭	⬭
e.	Cultural Geography	⬭	⬭	⬭
f.	English as a Second Language	⬭	⬭	⬭
g.	Foreign Language	⬭	⬭	⬭
h.	History	⬭	⬭	⬭
i.	Humanities	⬭	⬭	⬭
j.	Literature	⬭	⬭	⬭
k.	Math/Computer Sciences	⬭	⬭	⬭
l.	Music History and/or Appreciation	⬭	⬭	⬭
m.	Occupational - Technical	⬭	⬭	⬭
n.	Philosophy - Ethics	⬭	⬭	⬭
o.	Political Science	⬭	⬭	⬭
p.	Social Sciences (e.g., Economics, Psychology, Sociology)	⬭	⬭	⬭
q.	Theater Film History and/or Appreciation	⬭	⬭	⬭

9. Why did you enroll in this course? (Mark the <u>one</u> most important reason)

- ⬭ It fulfills a general education or breadth or distribution requirement.
- ⬭ It is required for my major.
- ⬭ To develop job-related skills
- ⬭ Personal enrichment/self-enrichment
- ⬭ The course description sounded interesting.
- ⬭ A counselor or faculty member encouraged me to take this course.
- ⬭ Another student recommended that I take this course.

10. <u>In this class</u>, please indicate whether or not you have done each of the following activities. Please mark <u>one</u> oval for each statement.

In this class I:	Yes	No
a. Developed a bibliography or set of references for a term paper or other class assignment	⬭	⬭
b. Tried to see how different facts and figures fit together	⬭	⬭
c. Thought about practical applications of class material	⬭	⬭
d. Worked on an assignment where I incorporated ideas from this course	⬭	⬭
e. Tried to explain the course material to another person	⬭	⬭
f. Met with my instructor in his/her office	⬭	⬭
g. Received helpful feedback on class assignments, papers, and tests from my instructor	⬭	⬭
h. Discussed my career plans and ambitions with my instructor	⬭	⬭
i. Spent at least five hours or more writing a paper for this class	⬭	⬭
j. Asked my instructor for help to improve my writing	⬭	⬭
k. Discussed ideas for a term paper or other class projects with my instructor	⬭	⬭
l. Related course readings to my personal experiences	⬭	⬭
m. Thought about some of the political, religious, sociological, and/or economic meanings of something I read	⬭	⬭

11.

For each of the following areas in which you HAVE NOT taken courses, please mark the one most important reason.

	Not Required For My Program	Courses Do Not Interest Me	Too Much Required Reading	Too Much Required Writing
Art/Music/Theater	⬭	⬭	⬭	⬭
Foreign Languages	⬭	⬭	⬭	⬭
Literature/Humanities/Philosophy	⬭	⬭	⬭	⬭
Mathematics	⬭	⬭	⬭	⬭
Social/Natural/Biological/Physical Science	⬭	⬭	⬭	⬭
Political Science/History	⬭	⬭	⬭	⬭

In thinking about your experiences at this college, how much progress have you made in each of the following areas? Please respond to each item.

12.

I have made progress in:	None	Little	Some	Very Much
a. Acquiring background for further education in some professional field	⬭	⬭	⬭	⬭
b. Gaining a broad general education	⬭	⬭	⬭	⬭
c. Developing an understanding and enjoyment of art, music, drama	⬭	⬭	⬭	⬭
d. Understanding myself, my abilities, interests, and personality	⬭	⬭	⬭	⬭
e. Understanding and getting along with different kinds of people	⬭	⬭	⬭	⬭
f. Thinking critically	⬭	⬭	⬭	⬭
g. Putting ideas together to see relationships, similarities, and differences	⬭	⬭	⬭	⬭
h. Learning on my own	⬭	⬭	⬭	⬭
i. Expressing ideas effectively in speaking	⬭	⬭	⬭	⬭
j. Expressing ideas effectively in writing	⬭	⬭	⬭	⬭
k. Becoming aware of different points of view	⬭	⬭	⬭	⬭
l. Developing my sense of values	⬭	⬭	⬭	⬭
m. Understanding social issues	⬭	⬭	⬭	⬭
n. Understanding the social implications of scientific developments	⬭	⬭	⬭	⬭

THANK YOU FOR COMPLETING THIS SURVEY

THE FOLLOWING SEVEN REPORTS ARE APPENDIX F

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
A NON PROFIT CORPORATION

ARTHUR M COHEN
JOHN LOMBARDI
FLORENCE B BRAWER

1047 GAYLEY AVENUE, SUITE 205
LOS ANGELES, CALIFORNIA 90024
(213) 477-6093

PROJECT REPORT # 10: OCTOBER WORKSHOP

Following is a report on "Integrating Liberal Arts and Vocational Education" workshop held at Shoreline College on October 16, 1980. Louise Douglas, Assistant Humanities Division Chairwoman at Shoreline, Dennis Peters, Professor of Humanities at Shoreline, Polly Zanetta, Chairwoman, Humanities Division at Olympic College, and Randy Beckwith from the Center for the Study of Community Colleges conducted the workshop. The session was held from 3:00 PM to 7:30 PM with dinner included as an integral part. The workshop was offered as an in-service credit course, and over eighty people enrolled, including humanities and vocational faculty and administrators from Shoreline, several community people from business and industry, and a dean from Everett College.

Louise Douglas and Dennis Peters organized the workshop, set the agenda, worked with Gerald Schot and his food service students in planning the Indonesian Rijsttafel dinner, and are co-instructors for the credit course. Denzil Walters, Humanities Division Chairman at Shoreline, opened the session and welcomed the participants. Louise Douglas then introduced the workshop topic and each of the speakers.

In her speech, "Individuals Matter," Randy Beckwith first outlined the Center's research on the status of the humanities in two-year colleges, and the various recommendations stemming from this research which led to the current Washington project. She noted that an important finding from the case studies at various two-year campuses was that individuals, through their initiative and efforts, could make an enormous difference in the vitality of the humanities on a given campus. Ms. Beckwith then outlined five strategies that are being used by various individuals and campuses to integrate the humanities into occupational programs.

- designing an interdisciplinary humanities course;
- creating a specialized humanities course targeted for specific occupational students;
- revising an existing humanities course so that the content is tailored for certain programs;
- creating humanities modules that deal with issues and content pertinent to a vocational area;
- preparing resource materials such as bibliographies, study guides, study questions, etc.

Examples of the various approaches were presented and supplementary descriptive material and course syllabi were enclosed in a workshop packet for each participant.

The interdisciplinary courses at several community colleges - Yakima Valley, Hagerstown (Maryland), Brevard (Florida) and Saddleback (California)

Ms. Vandermast then outlined the actual use of class time, the assignments given, and the techniques they use to involve students in the Socratic method. She stressed that while the instructor must know the historical period under study, biographical information on the creative individuals, the style and technique used, and the creative individual's impact and influence, the role of the instructor is not to be the dispenser of this knowledge and information. Rather the instructor's role is to stimulate students to think and to interact with each other and the primary works under study. One way they keep students involved in discussion is by increasing the difficulty of the material throughout the semester. Students' reading levels go up in significant jumps as does the quality of their writing; thus, students are able to handle both the increased difficulty and significance of the works under consideration.

Both speakers discussed the grading policy for their courses. The emphasis is on the students' written work, and the grade depends on the clarity of expression, the organization of the essay, and the knowledge that it represents. Emphasis is placed on excellence, and students discuss models of excellent through examples of prior student papers and their classmates' papers. The remainder of the morning was spent answering attendees' questions. The questions ranged from ways to utilize the competency-based approach in such disciplines as art and music history and appreciation to the content of Valencia's advanced interdisciplinary courses on the 20th century and the classical world.

After lunch Louis Schlegel briefly described Valencia's 24 semester hour Interdisciplinary Studies in General Education program which brings together English, mathematics, social science, natural science, and the humanities through an historical framework. In their packets attendees had a list of the 18 competencies achieved in the IDS programs and a partial list of materials studied by students over the two year course work. Mr. Schlegel's comments and the written materials provoked a number of questions and comments from participants. To conclude the formal presentation, Roberta Vandermast illustrated through examples the classroom techniques she uses to encourage students in the mastery of the desired competencies. Another question and answer period followed, and then Mr. Schlegel and Ms. Vandermast were available to meet with individuals regarding specific applications of the approach to different courses and disciplines.

From the written workshop evaluations, the session was considered thought provoking and very worthwhile. Two-thirds felt that the advance assignment was very helpful since it provided background material and because participants then had a first-hand experience with content analysis and interpretation. Those who criticized the assignment did so mainly because they received it late or because they did not like the "Will, Titch, and Isis" story. Nearly 90 percent of the attendees felt that the presenters clearly defined their philosophical position on the role of the humanities in a community college curriculum. Most participants felt that the right amount of time had been allocated for the workshop; however, the presenters felt that a follow-up session on a second day might have been helpful. Such scheduling would have provided attendees some time to absorb the ideas and then think about potential applications to their specific courses/disciplines/institutions. While most people felt that the sample unit adequately demonstrated the competency-based philosophy and technique, comments indicated that some participants would have also liked sample units from the advanced courses and from some non-literacy disciplines such as music or art.

were described and the differences and similarities in each college's approach were noted.

Highline College's new course "Literary Reflections on Living/Suffering/Dying," Oakton College's "Medical Ethics," Johnson County's (Kansas) "Ethical Issues in American Health Care," and language courses at Pierce College (California) and Community College of Denver were described as courses targeted for specific occupational areas. Walter Coole's approach at Skagit Valley was used to illustrate the redesigning of a course (in this case ethics) for different occupational programs.

Johnson County's (Kansas) experience in designing and implementing humanities modules for law enforcement and business programs and their utilization of humanities instructors as resource people for instructors in occupational curricula were described by Ms. Beckwith. The content of the modules and the problems and success of this approach were touched upon.

Polly Zanetta related her continuing interest in integrating the humanities and vocational education and reported on the current activities in this area at Olympic College. Following the September workshop, a faculty member from business and one from humanities, have been working on incorporating humanistic issues into the Introduction to Business course which is a feeder course for the Management, Office Occupations and Accounting programs. These two instructors plan to restructure the course and then use it as a model for redesigning introductory courses in various occupational curricula.

By videotape, Louis Schlegel, Chairman of the Humanities Department at Valencia College (Florida), presented his department's goals for humanities courses and the steps by which these goals were determined. He also discussed the competencies that students can and, at Valencia, do achieve through the study of the humanities; elaborated on Valencia's approach for convincing occupational directors and employers in various fields as to the value of the humanities; and noted both the tremendous amount of work and the rewards in using this approach.

A different perspective on the issue of "values" was presented by Dennis Peters. He challenged the position that the liberal arts faculty and curriculum have more to offer the vocational than vice-versa. Drawing upon work experiences and knowledge of the values inherent within different occupations, Mr. Peters underlined the necessity for a two-way integration in order to effect a meaningful and balanced liberal and vocational education.

The benefits that accrue, to both students and instructors, when the knowledge, viewpoints, and values from different areas are successfully integrated were enthusiastically reported by Ann McCartney, Assistant Humanities Chairwoman, and Elizabeth Nowlis, Professor of Nursing. They described the genesis and implementation of Shoreline's multi-disciplinary course, "Perspectives on Dying." Originally, such a course was offered only in the nursing program by nursing faculty, but in response to student request the course was opened to all students and presented in a team teaching format. This concluding presentation emphasized the merits of cooperative effort between humanities and vocational divisions.

The workshop then broke into ten prearranged discussion and idea generation groups, each with an assigned leader. Two groups were asked to focus

on each of the five strategies for integrating humanities and vocational. Each group member wrote down as many ideas as possible for the assigned strategy. Next, each member presented one idea from his/her list orally and it was recorded on a large chart by the group leader. This continued until all the unduplicated ideas were presented. Each group then discussed the listed ideas. The groups sat together during dinner and continued their discussions. To conclude this portion of the workshop, each group ranked their top three ideas.

The group leaders then shared with all the participants their list of ideas and the three that received the highest rankings. After the reports, there was some general discussion of the various ideas and approaches.

Each attendee filled out a workshop evaluation. The evaluations indicated that all the attendees found the workshop useful, were stimulated by the presentations and by the exchange of ideas with their colleagues, and thoroughly enjoyed the inclusion of the dinner into the program. Participants noted that presentations by vocational faculty or deans who are involved in such integrative activities would be very helpful. They also expressed a desire for more discussion time and for time to begin actually working on an idea.

The workshop leaders recommend that future workshops be scheduled for a full day. This will allow for more discussion time and for actual working sessions where faculty who share an interest in a particular approach can get together and begin planning how to implement their idea. In addition, more institutional support for the campus organizer(s) is needed before, during and after the workshop.

Another workshop on this topic has been scheduled at Everett College on November 11, 1980. Interested people should contact Susan Quattrociocchi, Scan 474-1241.

The workshop is being conducted as part of "Revitalizing the Humanities in the Community College," a State Board for Community College Education project funded by the National Endowment for the Humanities.

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
A NON PROFIT CORPORATION

ARTHUR M. COHEN
JOHN LOMBARDI
FLORENCE B. BRAWER

1047 GAYLEY AVENUE, SUITE 205
LOS ANGELES, CALIFORNIA 90024
(213) 477-6093

PROJECT REPORT # 11: NOVEMBER WORKSHOP

Following is a report on workshop activities during November 1980. Everett Community College held a workshop focusing on the relationship between the humanities and vocational programs entitled "The Comprehensive Community College? or Should We Rename Our College - Everett Vocational School?" on November 11, 1980. Barry Curran, Dean of Instruction, Susan Quattrociocchi, Associate Dean Vocational and Continuing Education, and Randy Beckwith from the Center for the Study of Community Colleges conducted the workshop. The session was held from 9:30 a.m. - 3:30 p.m. with a no-host lunch included. In attendance were sixty faculty and administrators from various vocational programs, the humanities, and other disciplinary areas.

Barry Curran and Susan Quattrociocchi organized the workshop and set the agenda and format. Mr. Curran opened the session and explained to the attendees the goals for the day. Ms. Quattrociocchi was the second speaker addressing the issue of vocational education and the community college. After pointing out how inter-related the college is to the national culture she then outlined salient aspects of the current culture especially those relating to the world of work. While many students see themselves as "job seekers" in line with what the job market tells them, the reality is that the job for which they are currently training may be lost in the next ten years. As examples of changes, Ms. Quattrociocchi noted that white collar jobs out-distanced blue collar positions for the first time in 1976 and today there are 50 million white collar and 46 million blue collar. In the next ten years 16 million new white collar positions will be created primarily in the technical fields. The favored status of white collar positions is reflected and reinforced by the unequal salaries and on-job-training accorded these jobs compared to those at the bottom of the labor market. What does this mean for community college students? It means they need to know how competetive the job market is; it means they need more than specific vocational skills; it means they need to be equipped with skills in reading, writing, computing, and thinking effectively so as to be able to undergo retraining as jobs and the world of work continue to change.

In her speech "National and State Overview of the Humanities and Humanities Faculty" Randy Beckwith outlined the downward trend in humanities enrollments nationwide and the fact that in Fall 1979 only 12% of all community college students in Washington were enrolled in a humanities course. With regards to faculty attitudes toward the humanities Ms.Beckwith noted some differences between Everett's faculty and Washington's as a whole. Lastly, she emphasized the endangered status of the transfer function and with it the humanities in today's community college and the need to change instruction, curriculum and patterns of support if the collegiate function of the institution is to be maintained. Five specific changes were recommended: more interdisciplinary courses to replace the discrete four-year college parallel survey type course; more active participation by students in humanities courses; greater use of multi-media for teaching so that the marginally literate students can also study

the humanities; development of humanities modules for occupational programs; and the utilization of community people as a support group for the humanities both vis a vis other groups in the college and within the community.

Barry Curran then profiled the characteristics of Everett's students. He pointed out that only six percent of the students enrolled for Fall, 1980 will return in Fall 1981. Participants were asked to think about the paradoxical situation which results when most students do not attend Everett for two years yet many curricula are structured into a two-year sequence.

Four occupational program heads, Dave Utela from Engineering, Eric Herrmann from Electronics, and Jim Douglas and Jon Harris from Food Technology, spoke on the time constraints of students in their programs. Each said that while they felt the humanities were important for their students, the requirements of their programs precluded adding extra courses. They agreed that for such students a non-course type format would have to be devised.

Participants then met in pre-arranged discussion/idea generating groups each with an assigned leader. The groups were asked to identify and clarify the factors contributing to the diminution of the comprehensive community college and to the growing vocational-technical thrust of the community college curriculum. To conclude the morning portion of the program, the group leaders reported to all participants the four most important factors identified within his or her group. A no host lunch prepared by the Food Service Program was served. Participants ate with their groups and continued discussing the issues raised during the morning presentations.

After lunch Randy Beckwith outlined five strategies that are being used by various individuals and campuses to integrate the humanities into occupational programs.

- designing an interdisciplinary humanities course;
- creating a specialized humanities course targeted for specific occupational students;
- revising an existing humanities course so that the content is tailored for certain programs;
- creating humanities modules that deal with issues and content pertinent to a vocational area;
- preparing resource materials such as bibliographies, study guides, study questions, etc.

Examples of the various approaches were presented and supplementary descriptive material and course syllabi were enclosed in a workshop packet for each participant.

During lunch the workshop organizers identified the five most critical issues that had emerged from the morning group discussions. Each group then addressed one of these issues -- students, money, the technical curriculum crunch, faculty attitude, and designing new approaches and content for vocational students -- and considered strategies that might mediate the negative aspects associated with each issue. Following the discussion time each group leader shared the ideas that had been generated.

To conclude the session participants filled out both a workshop evaulation

form and cards detailing their preferences on what should be the next step. The responses were very enthusiastic and indicated that faculty are eager for such sessions and want to pursue the ideas presented and maintain the interest that has been generated.

A follow-up session to the October workshop was held at Shoreline College on November 25, 1980. During the afternoon faculty members who have established junctures between occupational programs and humanities disciplines met with Randy Beckwith to discuss their ideas and various approaches to implement their ideas. Other instructors discussed with Ms. Beckwith their plans for using a guest lecturer from another area in their class or serving as a guest lecturer. At this time fifteen faculty from a number of disciplines have requested guest lecturers and have offered suggestions on pertinent topics.

Twelve Shoreline faculty members from the humanities division and the science and math division attended a dinner at the home of David Wright. Randy Beckwith detailed the Center for the Study of Community College's nation-wide research efforts that preceded and formed the basis for the National Endowment for the Humanities grant to the Washington State Board for Community Colleges. This presentation provided background information and led to a lively discussion of how best to effect some of the integrative strategies at Shoreline. Faculty were concerned about the barriers and the logistics in utilizing modules and guest lecturers. They were also concerned about the attitudes of their colleagues in certain disciplinary areas. However, the general feeling was one of eagerness to begin on a modest scale the guest lecture and module format and to proceed with the planning for a lay advisory group to the humanities.

These workshops are being conducted as part of "Revitalizing the Humanities in the Community College," a State Board for Community College Education project funded by the National Endowment for the Humanities.

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
A NON PROFIT CORPORATION

ARTHUR M. COHEN
JOHN LOMBARDI
FLORENCE B. BRAWER

1047 GAYLEY AVENUE, SUITE 205
LOS ANGELES, CALIFORNIA 90024
(213) 477-6093

PROJECT REPORT # 13: JANUARY WORKSHOPS

Following is a report on workshop activities during January, 1981. Clark College held a workshop on integrating the humanities and career programs entitled "Ways of Knowing: Integrating Humanistic and Career Learning" on January 14 and a data workshop on January 15. Allen Gates, Chairman of the Humanities Division, organized both workshops, assembled the materials, and set the formats.

The January 14th workshop involved fifty faculty and administrators from the Humanities and the Mechanical and Industrial Technical Divisions. Mr. Ellery Wanless, Chairman of the MIT Division, worked closely with Mr. Gates in planning the program and making the necessary arrangements for the all day session. Instructors in both divisions cancelled their classes so that they could attend.

David Story, Humanities Project Coordinator; Randy Beckwith, Center Staff Associate; and Dennis Peters, professor of humanities from Shoreline College were the speakers for the morning presentations. Ellis Dunn, Dean of Faculty, opened the session and set the theme. He noted the change from a simpler time when people's lives were more integrated to our own age when lives have become increasingly compartmentalized. David Story spoke on various aspects of the Washington State Humanities Project. He pointed out that many of the campus proposals were directed at curricular and instructional efforts to integrate humanities and technical education and noted some upcoming Project events, such as the first issue of the humanities journal and the first Humanities Assembly to be held in May. Citing enrollment figures from Fall 1980 which showed an increase in academic enrollment and a decrease in vocational, Mr. Story voiced the opinion that, at least in Washington, the growing trend toward vocational education has peaked. He concluded his speech by challenging those present to capitalize on the changing enrollment pattern and to work together in educating community college students.

In her speech "Life and Work: Approaches to Integrating the Two" Ms. Beckwith noted that in Fall 1979 only 12% of all the community college students in Washington were enrolled in a humanities course. This figure seems to underline the necessity for a change in institutional curricular emphasis. She highlighted the changes already in progress at Clark College and then devoted the rest of her presentation to strategies and programs that are being developed and utilized at other two year campuses.

These approaches, recently inventoried in a Center Project Report, fall into four major categories;

- designing an interdisciplinary humanities course
- creating a specialized humanities course or revising an existing humanities course so that the content is targeted for specific occupational programs
- creating humanities modules that deal with the issues and content pertinent to a given vocational area

- preparing resource materials such as bibliographies, study guides, study questions, etc. or serving as a resource person through guest lectures

Examples of each were presented. The emphasis was on the latter two since they seem to be the most adaptable to many of the occupational programs where already heavy schedules and numerous requirements for students preclude the addition of an extra course.

The modules at Johnson County (Kansas) and some of the problems attending their implementation were described as was the "Dignity and Work" module at Edmonds Community College and the Amalgamated Clothing and Textile Workers Union materials which can be easily adapted for many two-year college vocational programs. In addition, several modules still in the planning stage were noted. The guest lecturing formats from Miami-Dade (Florida), Johnson County (Kansas) and Shoreline College were described.

In the third presentation, Dennis Peters stressed the differences between the way the humanists look at the world and the way others do. These differences can be seen in the approach towards words, towards measurement, and towards the types of questions asked. What is needed is a recognition and an understanding of these differences. Mr. Peters eloquently summed up how the humanities can make all people feel more humane. They bring delight and knowledge into our lives. They are practical in that they help us understand how we got to today's world, and they provide a check against pessimism in that they allow us to compare our world today with that of the past. In conclusion he stated that if we ourselves are humane people, we can transmit that to our students; but if we have not become humane, then we will fail.

Participants then met with their pre-arranged groups each with an assigned leader. Using the "nominal group technique", the groups addressed the following two questions: "What can vocational instructors do to join with the humanities?" and "What can humanities instructors do to join with vocational education?" Each group member wrote down as many responses as possible and then each member presented one idea from his/her list orally. All ideas were recorded on a large chart by the group leader. When all the ideas had been presented and recorded, each member then ranked the top three, and the collective rankings were recorded to determine each group's first, second, and third choices. The morning session concluded with each of the seven groups' leaders sharing with all participants his/her group's top three ideas. Workshop participants then enjoyed a lovely buffet lunch prepared by the Culinary Arts Program.

For the afternoon session, one of the top three ideas from each group was selected as the focal point for discussion. Again there were seven groups, but participants could move to the group whose topic was of greatest interest to them. Participants were asked to develop ideas and strategies on the following topics: logic and its relation to technical processes, the worker in literature, ethics on the job, perspectives on the world of work, the dependence of the humanists on technology and vice versa, means of fostering greater communication between humanities and vocational-technical faculty, and ways to achieve greater understanding of the problems and successes experienced by faculty in various disciplines. Again, the ideas from each group were shared with all attendees.

Each participant filled out a workshop evaluation. Responses indicated that three-fourths of those present rated the workshop very useful or useful and 86 percent found the session either very well or well organized. The most useful aspects were the opportunity to meet with other instructors, share ideas, and get to know one another better. Other comments indicated that faculty want to work on the ideas presented and would welcome other similar sessions.

On January 15th a group of fifteen administrators and faculty met with Randy Beckwith for a data workshop. To demonstrate the uses of data, Ms. Beckwith took the Faculty Survey and pointed out items where the faculty at Clark College differed markedly from their counterparts in the state as a whole. She then discussed ways in which such information could help in determining campus needs and serve as a tool in institutional planning. Draft versions of the student survey and community survey were discussed in detail. Discussion centered on what kind of information would be obtained from these instruments and how useful such data would be to Clark College.

Opinions differed on whether Clark needed a community survey since many of those present have close affiliations with other agencies and organizations in the area that are involved in humanities activities. Finally, the consensus was that at the present time there was not a need to use the community survey.

However, the decision was to go ahead with the student survey with the primary objective of identifying why students at Clark do or do not take humanities courses. Those present suggested adding some demographic questions and revising certain questions to make them more applicable to Clark. The group agreed that the survey needs to be administered during Winter quarter if it is to have any effect in planning courses for the next academic year. Therefore, the surveys will be administered in a random sample of class sections during the last week of February.

Two other workshops on integrating the humanities and vocational technical training have been scheduled. The first will be at Fort Steilacoom Community College on February 23, 1981, and the second will be at Spokane Falls Community College on March 13 and 14. Interested people should contact William Krieger or Steve Jaech at Fort Steilacoom and C. Bryan West at Spokane Falls. Other campuses that would like to hold a data workshop and are interested in using the student and/or the community surveys should contact Randy Beckwith at the Center for the Study of Community Colleges

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ARTHUR M. COHEN
JOHN LOMBARDI
FLORENCE B. BRAWER

8347 GAYLEY AVENUE, SUITE 205
LOS ANGELES, CALIFORNIA 90024
(213) 208-6088

PROJECT REPORT #15: MARCH WORKSHOPS

Following is a report on workshop activities during March, 1981. On March 11 at Peninsula College, two presentations were given by Randy Beckwith, Center Staff Associate. Fred Thompson organized the meeting and made arrangements for a morning and afternoon session to accommodate faculty teaching schedules. Nearly half of Peninsula's teaching staff attended the sessions.

The intent of these meetings was to give an overview of the Washington Project and to provide faculty with sufficient information to help them determine which of the Project's activities should be pursued at their institution. Toward that end Ms. Beckwith first outlined the major findings and recommendations stemming from the earlier Center for the Study of Community College nationwide studies in humanities education in two-year colleges and noted Dr. John Terrey's interest in the Center's work. This interest resulted in the current NEH grant--the first grant ever awarded to a state system--to implement various strategies to enhance the humanities and to utilize the expertise of the Center in this major effort.

Utilizing the findings from the Washington Faculty Survey, Ms. Beckwith then discussed some differences in the needs and interests of Peninsula's faculty and Washington's as a whole. Survey responses by Peninsula's faculty indicated a strong need to attend more outside workshops and a desire to learn about strategies for presenting the humanities to occupational and career students. Therefore, a portion of each meeting was devoted to an explanation by Randy Beckwith of the various curricular and instructional methods that are currently in use at other campuses both in Washington and elsewhere to integrate the humanities into occupational programs. The brief verbal descriptions of the various strategies were supplemented by Louis Schlegel from Valencia College College explaining via video tape the process and the philosophical framework utilized in Valencia's extremely successful integrated humanities courses.

The material presented stimulated attendees to ask questions of Ms. Beckwith and to begin thinking about which approaches would be most appropriate to Peninsula. Leonard Beil, the Director of Vocational Education, felt that modules and guest lectures on selected topics would be well suited to the needs of students in a number of occupational curricula and was eager to pursue these ideas with interested faculty.

At Olympic College on March 18th, Division Chairpersons and faculty from the Humanities Division met with Randy Beckwith and Polly Zanetta for a workshop to develop a student questionnaire. The Center's draft for the student survey and the version developed for Clark College were utilized as models. Attendees were encouraged to suggest changes, additions, and deletions to the two sample surveys in order to design a questionnaire to meet the informational needs of Olympic's administrators and faculty. The discussion centered on student

sampling and using survey data as a tool in determining instructional planning, and the input from attendees was very constructive.

At the conclusion of the meetings there was strong agreement to proceed with a student survey which concentrates on identifying why students at Olympic do or do not take humanities and social science courses and what changes in institutional practices might encourage more students to enroll in these courses. The decision was to administer the questionnaire during the early portion of spring quarter to a random sample of students in morning, late afternoon, evening,and continuing education classes. Darrell Estep, Division Chairman on Business and Engineering-Related Occupations, offered computer assistance in tabulating and analyzing the responses.

Clark College administered their student survey at the beginning of March. The results are now being analyzed and will be reported in the near future.

During the current phase of the Humanities Project, the Center's major role is to assist faculty and administrators at the various campuses to initiate additional Project activities. Facilitators at two other campuses are organizing workshops in April. On April 9th Arthur Cohen and Randy Beckwith will work with Highline College's Fine and Performing Arts Division on the rationale and the guidelines for forming a lay advisory committee. Dennis Peters from Shoreline College and Allen Gates from Clark College will detail the steps followed at their respective campuses in forming and utilizing such committees. On April 10th Mr. Cohen and Ms. Beckwith will conduct an all day workshop at Bellevue College on designing and utilizing a student and a community survey. The focus will be on using survey data as a diagnostic tool and in soliciting from faculty and administrators their informational needs and then turning those needs into questionnaire items.

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ARTHUR M. COHEN
JOHN LOMBARDI
FLORENCE B. BRAWER

1047 GAYLEY AVENUE, SUITE 205
LOS ANGELES, CALIFORNIA 90024
(213) 208-6085

PROJECT REPORT #16: APRIL WORKSHOPS AND MEETINGS

Following is a report on workshop activities and meetings during April, 1981. On April 9 at Highline College, faculty and administrators attended a panel presentation on lay advisory groups for the arts and the humanities organized by Linda Spoerl.

To give the background on the lay advisory concept, Arthur Cohen summarized the Center's nationwide research on humanities education in two-year colleges. These research findings documented the plight of the humanities and indicated the need for community members to serve as advocates and spokespersons for the humanities program. Christy Taylor, organizer of an advisory committee to the Lyric Theater at Highline, spoke enthusiastically about her experience with an advisory group. She felt that the cooperative networking among college staff, the advisory board, and the community at large has been a very important ingredient in moving toward the goal of a performing arts complex on the campus.

At Clark College, a humanities advisory group has been meeting for over a year. Allen Gates, the Humanities Division Chairman at Clark, discussed with attendees the steps he took in forming an advisory group. He noted that faculty may have the following fears: what is the function of such a group, is it an administratively imposed idea, and will it create more work in already busy schedules. He addressed these fears by frequent and open discussion on the pros and cons of such a group and by keeping the faculty involved in the group's formation. According to Mr. Gates, the value of a lay advisory group outweighs the work involved. At Clark, the committee has served three major functions. It has brought a fresh viewpoint to faculty allowing them to relate to their subject matter in a new way. It has provided some outside resources for the humanities program, and it serves as an advocacy board both on and off campus.

Dennis Peters from Shoreline college outlined the process he and his colleagues followed in forming their Humanities Advisory Council and the type of members they asked to serve. The involvement of the members and their interest in working with the humanities division in this innovative cooperative effort is evident in their biweekly meetings and in the areas they have chosen for their initial projects. The Council is examining the image that Shoreline has in the community, they are studying the classes and offerings within the Division, and they are investigating the image of the Humanities Division among the other divisions. Randy Beckwith concluded the presentation by discussing how the advisory group at Brevard College (Florida), Lord Fairfax Community College (Virginia) and Sinclair Community College (Ohio) had been formed and the various projects these groups had undertaken.

Highline staff then asked questions and raised their concerns about establishing one or more advisory groups for the Art and Humanities Divisions. Panel members responded to the questions and encouraged the Highline faculty to call upon them for additional information or help in establishing a lay advisory group.

At Bellevue College on April 10, Arthur Cohen and Randy Beckwith conducted a workshop on designing and using questionnaires. To begin the session, Mr. Cohen highlighted some of the Center's nationwide findings on humanities education. Participants then examined humanities enrollment figures by discipline for the nation, for Washington, and Bellevue and discussed ways in which such data could be used at the institutional and divisional level.

Ms. Beckwith explained the potential uses of a student and community survey and with the questionnaires from Clark College and Olympic College plus some other examples asked the participants to consider the applicability of these instruments to their needs. Participants considered a variety of survey possibilities and sampling procedures and utilized the opinions and knowledge of Center staff in assessing how to match their informational priorities with the available resources.

The consensus was to develop three instruments--a student survey, a community survey, and an audience survey for cultural events. A committee was selected to work on the student survey which will provide information on why students do or do not take humanities courses, what students feel they gain from taking humanities courses, and what factors contribute to students taking additional humanities courses. The community survey will determine what other agencies and organizations in the community are involved in humanities activities and how to improve the cooperation between the college and those other agencies. Questions on the audience survey are targeted toward two important informational needs--who attends these cultural events and how do people hear about Bellevue's cultural events. Bonnie Wallace-Hoffman, Chairperson of the Drama Department, with the assistance of Randy Beckwith has designed this survey and will administer it in mid-May to the audience attending the Bellevue production of The Country Wife.

At the Community College Humanities Association's Western Division Meeting on April 24-25 in Los Angeles, Allen Gates, Chairperson of Humanities Division at Clark College; Polly Zanetta, Chairperson of Humanities Division at Olympic College; and Dennis Peters, Professor of Humanities at Shoreline College reported on different aspects of the Washington Project. One session focused on the process each had used in establishing a lay advisory group to the humanities and the benefits to be gained from having an outside support group. A number of those present requested additional information and materials in order to begin planning for an advocacy group on their own campus. In another session these same people discussed the background and goals of the Project, the impact of the Project on the different campuses as evidenced by the campus proposals, and the role of the Core Group and the various activities it is promoting and sponsoring.

Faculty and administrators from other Washington campuses were at the CCHA Meeting, and they, too, shared with attendees the Project-related activities at their colleges. From the reports and comments made by the attendees from Washington, it is clear that the Humanities Project has stimulated a number of new strategies and approaches that are of great interest and are potentially replicable on other community college campuses.

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ARTHUR M. COHEN
JOHN LOMBARDI
FLORENCE B. BRAWER

1047 GAYLEY AVENUE, SUITE 205
LOS ANGELES, CALIFORNIA 90024
(213) 477-6093

PROJECT REPORT #17: MAY WORKSHOPS AND MEETINGS

Following is a report on workshop activities and meetings during May, 1981. On May 15, the Center for the Study of Community Colleges sponsored the largest workshop to date as part of the Washington Humanities Project. Louis Schlegel and Roberta Vandermast, Humanities Department Chair and Professor of Humanities respectively at Valencia Community College (Florida), led a full day session on competency-based approach to interdisciplinary humanities. In attendance were some 120 faculty and administrators representing nearly every community college in the state.

To begin the day, Mr. Schlegel set forth the philosophical position of their humanities department. At Valencia the study of the humanities means studying the primary expression of creative people. Students have direct contact with the models of creativity rather than relying on secondary sources. From their personal and active contact with various forms of creative expression students develop universal or global competencies--namely, knowledge and thinking skills, communication skills, and personal integration. All of these can also be called "liberating skills" since they enable students not to need instructors after they leave the course.

A number of values attend this approach. First, students can be sold on the competencies because they see how such skills apply to work and life experiences. Second, the initial selling is reinforced as students see the progress they are making and realize that they are, in fact, using and transferring the skills to other courses and other areas of their lives. Third, using a competency-based approach provides a basis for departmental unity. All faculty know that they are working toward the same goals which carry across individual differences in instructional delivery and style. These goals also underlie experimentation and provide the framework for designing new courses. Fourth, having competency goals has made it easier to train adjunct faculty. Like most community colleges, Valencia employs a number of part-time instructors, and the problem has been how to ensure that students will have the same educational experience with a part-timer as they would with a full-timer. By training all faculty in the use of primary materials and in the Socratic approach, Mr. Schlegel feels that the problem of a consistent educational experience has been solved. Lastly, this approach makes clear what the humanities can do since the goals are tied to demonstrable skills.

Using the materials that workshop participants had been given for an advance assignment, Mr. Schlegel explained how they use the initial assignments on "Perspectives: Philosophy" and "Will, Titch and Isis." He indicated how the terms "objective," "subjective," "imitation," and "creativity" become reference points and that the structured writing assignments, which focus on quotation, context, and interpretation, force students to read and think in a new and more analytical way. Since participants had been asked to do this same type of content analysis and interpretation, they could appreciate the skills required in such an approach.

Nearly all the evaluations included enthusiastic statements on the presenters. Attendees noted Mr. Schlegel's and Ms. Vandermast's abilities to articulate concretely the philosophical framework and the specifics of their instructional program. The presenters' candor, knowledge, concern for students, and enthusiasm for teaching were recognized and appreciated. Suggestions on how to improve the workshop included: presenting examples of student papers and exams from different points in the semester, showing a video tape of a class session, having more small group and "hands-on" activities, and holding the workshop in a less formal setting. In addition, some participants felt that the presenters should acknowledge that members of the audience may be using techniques and approaches which facilitate the development of similar competencies and skills in students.

The workshop was videotaped. Campuses may obtain a copy by sending a request and blank tape to Mr. Richard Schutter at North Seattle Community College.

Campus Workshop and Meetings

On May 6th at Fort Steilacoom Community College, 30 faculty and administrators from different divisions attended a workshop organized by Steven Jaech from the English department and Raymond Egan from the business department. Randy Beckwith from the Center for the Study of Community Colleges and Jack Leith, Vice President for Human Resources for Seattle First National Bank, provided two perspectives on the importance of integrating the humanities into occupational and career curricula.

Ms. Beckwith first outlined some of the major findings from the earlier Center studies of humanities education in two-year colleges. Those findings indicated that the humanities had diminished in both curricular importance and in enrollments in the late 1970s. She noted that the recommendations stemming from the research underlined the necessity of devising new formats and approaches which would be more compatible with the needs, interests, and schedules of students in career and occupational programs. Various strategies being used at other campuses in Washington and elsewhere to extend the humanities into occupational programs were described. The verbal descriptions were supplemented by Louis Schlegel from Valencia College explaining via video tape the process and philosophical framework utilized in Valencia's extremely successful integrated humanities courses.

Mr. Leith first enumerated the skills needed to be a successful manager in business. Being able to communicate effectively both in written and oral expression is essential. Also critical is a philosophical stance that allows one to look beyond profit and loss statements to such issues as the quality of life within a community. Mr. Leith's view is that these skills--as well as others--come through the study of the humanities. Moving from managers to the corporations themselves, he forcefully articulated the role that the private sector should play in improving the cultural life of a community and outlined the benefits that accrue when corporations assume that responsibility.

The speakers provoked a lively discussion among attendees. Questions arose on how to incorporate the skills described by Mr. Leith and the strategies outlined by Ms. Beckwith into Fort Steilacoom's instructional programs. Faculty were very vocal about their lack of knowledge on the course content in other areas and lack of opportunity to share their expertise and goals with their colleagues. Faculty also discussed how these deficiencies serve as major

inhibitors to students experiencing an integrated and broader education. Capitalizing on faculty interest to share educational concerns and goals with each other, several participants agreed to organize a follow-up inservice seminar to be held on May 27th. Three humanities instructors and three instructors from business will make short presentations centering on how the content and skills within their disciplines can help instructors and students in other areas. These presentations are intended to serve as a basis for a more extensive faculty project on how to effect a more integrated educational experience for students at Ft. Steilacoom.

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On May 7 at North Seattle, Randy Beckwith met with Marie Rosenwasser, Humanities Division Chair, and faculty from the Division to discuss humanities lay advisory groups. Those present raised the following concerns: did the Division need an outside support group; what type of activities and projects did such groups undertake; and should an advisory group be formed for their own campus or for the district. Responding to the above concerns and to some specific questions, Ms. Beckwith discussed how other campuses have utilized humanities advocacy groups and that in all cases the results have been beneficial to faculty and the humanities program. Another meeting will be held in the fall where people from other Washington campuses who have been instrumental in forming a group will relate their experiences and views to their colleagues at North Seattle.

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Randy Beckwith and Polly Zanetta, Chairperson of Humanities Division at Olympic College, conducted another workshop on humanities lay advisory committees at Bellevue Community College on May 14. Pauline Christianson organized the session so that Humanities Division faculty and administrators could be better informed about the concept of a community advocacy and advisory committee and so they could voice their concerns and raise their questions.

Using examples of colleges in Washington and in other states, Ms. Beckwith discussed the process used to form advisory groups, the type of people selected to serve, and the various projects undertaken. Ms. Zanetta provided a first-hand perspective. She detailed the steps she and her faculty followed in forming an advisory group, and outlined some of the benefits she feels will come from having an outside support group.

Both speakers pointed out potential stumbling blocks to the successful formation and utilization of a lay advisory group. One is that faculty will react unfavorably if the idea is imposed from the top down or if they are not involved in its establishment. But it is also extremely important to gain administrative support and approval for a group early in the planning stage. A second problem may arise with members. Such a group needs active citizens who are interested in the humanities. This does not mean assembling a group of professional educators or professional humanists since such "experts" may try

to impose their views and expertise in the areas that faculty consider to be their professional domain. Lastly, a committee whose members are busy and involved citizens will resent being convened merely to serve as a listening panel or to perform a rubber stamp function. An advisory group needs to become involved in an activity or project that is needed by the division but not imposed or determined by it.

Among the questions raised by the attendees were the following: how does an advisory/advocacy group differ from a booster club; should its major function be fund raising; is it better to have an advisory group for the humanities division, or should it encompass all of the liberal arts and thus involve other divisions; what is the best way to identify community members who would be interested and willing to serve; and how can the division maintain the involvement of members on a long-term basis. Ms. Beckwith and Ms. Zanetta responded to the above issues. They also encouraged Bellevue's faculty to contact others who have been involved with humanities lay advisory groups for additional perspectives and ideas. While some of the questions remain unanswered and will have to be resolved internally, attendees felt that they now had an information base and could move forward in planning for an advisory support group.

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PROJECT REPORT #18: SEPTEMBER WORKSHOPS

Following is a report on workshop activities during September 1981. On September 10 at Tacoma Community College 20 humanities faculty members attended a workshop conducted by Randy Beckwith from the Center for the Study of Community Colleges. The workshop was organized by Frank Garratt, Humanities Division Chair, so that faculty could learn more about advisory committees to the humanities and explore ways that Tacoma could utilize such a committee.

As background on the advisory committee concept, Ms. Beckwith outlined the Center's earlier research on humanities education in two-year colleges which revealed the diminished role of the humanities in the curriculum and the drop in humanities enrollments. Among the recommendations stemming from the research was one calling upon humanities divisions to follow the lead of occupational educators and form a community-based group to serve as humanities program advocates both on and off campus.

Several colleges outside of Washington have established humanities advisory groups, and Ms. Beckwith reported on the activities in which these committees are involved. At Brevard Community College (Florida) the group assisted faculty in designing a new introductory humanities course and compiled a Directory of Community Resources. The Directory lists citizens with background and expertise in different areas who are willing to guest lecture or provide materials for humanities classes. Sinclair College's (Ohio) committee has directed its efforts toward building wider audiences for humanities offerings while at Lord Fairfax Community College (Virginia) committee members formulated general education goals to help the college in restructuring the general education program.

Three Washington colleges--Clark, Shoreline, and Olympic--have established humanities advisory committees, and Ms. Beckwith discussed their experiences. Several key elements seem to be important in the formation process. First, at each campus a few instructors and the division chair have assumed the major responsibility for promoting the idea. They have worked to gain the support of most of their colleagues before submitting a formal proposal to a divisional vote. Second, early in the planning stage high level administrative backing has been obtained. Third, in nominating and selecting members faculty have sought active and involved citizens who are interested in the humanities and who have the time to serve.

Turning to the projects that these committees have undertaken, Ms. Beckwith noted that in no case had the division tried to impose or determine an activity. Rather projects had been chosen based on the divisions' needs and the interests of committee members. At Clark College the Advisory Committee is establishing a humanities honors program and is organizing a speakers' series. Committee members are soliciting outside funds to be

used for scholarships and speakers' honorariums. This year Shoreline's Advisory Council will sponsor a series of forums on topics of public interest; one of these will feature representatives from local industry addressing the topic--"why people with training in the humanities make good employees." The Council is also helping the Division prepare its ten year accreditation report. Olympic's committee is directing its attention to increasing the visibility of the Humanities Division among high school students and targeted adult groups.

A question and discussion period followed. Faculty raised the following practical questions: what type of members should be asked to serve, what should be the size of a committee; and what are potential stumbling blocks to the successful formation and utilization of an advisory group. The discussion centered on Divisional needs and ways in which an advisory committee could help meet those needs.

Ms. Beckwith then encouraged those present to decide on a course of action. While faculty were not ready to call for a motion to establish a committee, they did decide to continue the discussion at the next Divisional meeting. In addition, a faculty subcommittee will be formed to do some further planning.

On September 24th at South Seattle Community College Randy Beckwith conducted another workshop on humanities lay advisory committees. Gael Tower, College Transfer Division Chair, organized the session. To open, Robert Beardemphl, Dean of Instruction, discussed his involvement in the preliminary planning meetings which led to the Washington Humanities Project and voiced his support for the Project and its activities.

Reporting on the committees outside of Washington, Ms. Beckwith outlined the process the campuses used in establishing their committees, the members that had been selected, and the projects undertaken. On videotape, Polly Zanetta from Olympic College, Allen Gates from Clark College, and Dennis Peters and Louise Douglas from Shoreline College highlighted their experiences in working with humanities advisory groups. They also detailed what they have found to be the benefits of establishing a community support group. At Olympic, having an Advisory Committee has fostered a stronger sense of Divisional unity. Clark's committee has brought new resources to the Division--both intellectual and financial--and has stimulated faculty to be more energetic and creative in their instructional approaches. In addition, committee members have become important allies on political and financial issues. From the members' interest in their programs and facilities, Shoreline's humanities faculty now see themselves in a more positive light. They, too, have found some new colleagues and allies. Gael Tower's comments on recent activity by members of occupational advisory committees underscored how beneficial such advocacy can be, particularly in times of financial exigencies.

Those attending expressed considerable interest in forming a committee and several people agreed to begin working on it. Together these instructors and Ms. Beckwith discussed the next steps--gaining approval of some of the other instructors in the Transfer Division, determining needs, and then selecting people to serve.

The next day at a Transfer Division faculty meeting the Humanities Project and lay advisory committees were on the agenda. Ms. Beckwith outlined how South Seattle could utilize a committee and a summary of key points from the videotape was distributed. She also encouraged faculty members to contact those who have been involved with humanities advisory groups for further information or help in organizing a group.

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These workshops are being conducted as part of "Revitalizing the Humanities in the Community College," a State Board for Community College Education Project funded by the National Endowment for the Humanities.

If you and your colleagues are interested in having a workshop on your campus, please contact Randy Beckwith at the Center for the Study of Community Colleges, (213) 208-6088.

APPENDIX G

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
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ARTHUR M. COHEN
JOHN LOMBARDI
FLORENCE B. BRAWER

1047 GAYLEY AVENUE, SUITE 205
LOS ANGELES, CALIFORNIA 90024
(213) 477-8093

PROJECT REPORT #12: INTEGRATING THE HUMANITIES AND OCCUPATIONAL PROGRAMS-- AN INVENTORY OF CURRENT APPROACHES

Miriam M. Beckwith

Based on its studies of humanities education in two year colleges, the Center for the Study of Community Colleges has recommended a number of intervention strategies. These strategies are designed to counter and, if possible, reverse the current trend which reveals a diminution both in enrollment and in curricular importance of the humanities. One strategy that Center staff have strongly advocated is to extend the humanities through a variety of formats into the expanding occupational and career programs.

It is encouraging to see a heightened awareness of the need to integrate the humanities with professional and career preparation at all levels of post secondary education -- two-year, four-year, and graduate institutions. In the two-year college individuals and departments are utilizing the following four methods of integrating humanistic thinking and content into occupational courses and curricula:

- designing an interdisciplinary humanities course
- creating a specialized humanities course or revising an existing humanities course so that the content is targeted for specific occupational programs
- creating humanities modules that deal with issues and content pertinent to a given vocational area
- preparing resource materials such as bibliographies, study guides, study questions, etc. or serving as a resource person through guest lectures

These approaches share two major goals. The first is to introduce students to the relationship between learning to work and learning to understand man's expression of self through relevant experiences. The second is to do this in the context of the time constraints present in many occupational programs with the students' heavy schedules and numerous requirements.

The remainder of this paper will highlight examples -- either currently being used or in the planning stages -- of the four approaches. Where possible the names of the person or persons to contact for further information will be included.

Interdisciplinary Courses

·Hagerstown Community College (Hagerstown, Maryland), Michael Parsons, "The Arts: A Creative Synthesis"

This course, which combines art, drama and music, has been taught over five years. It is now required in four career programs -- business administration, communications, electrical engineering technology, and mechanical engineering technology. It is designed to introduce non transfer students to the styles, techniques, and philosophies of the humanistic disciplines through films, guest lectures, field trips, and student projects.

·Abraham Baldwin College (Tifton, Georgia) Gary Roberts "Life Studies"

Life Studies is a three course sequence in the humanities emphasizing history, literature, philosophy, and writing. Instituted six years ago to replace the general education requirements in history and English, the chief objective is to demonstrate the relevance of the humanities to students who are preparing to be technicians and middle level managers in agriculture or agriculturally related fields. The course is thematic with one five-hour course devoted to each of the following themes -- natural rights, identity, and change. The latter theme emphasizes technology as an agent of change. A variety of instructional formats are used and humanities faculty, technology faculty, and students all attest to the effectiveness of the course.

·Yakima Valley Community College (Yakima, Washington) Charles Goemmer and Douglas Nott "Humanities Encounter"

Offered for the first time in Fall 1980, "Humanities Encounter" is a one unit course that introduces drama, art, music, and literature through lectures, visits to galleries, and performances to students in the auto mechanics and agriculture programs as well as other interested students. The course was conceived by the chairman of the occupational programs and cooperatively planned by him and the humanities chairman. Because it was offered at 5 P.M. to fit in with the students other course times and work schedules, the vocational faculty not only supported the course but guaranteed enrollment for it.

·Saddleback Community College (Mission Viejo, California) James Thorpe "Living With Technology"

This course will be offered for the first time in Spring 1981 and will be open to all students to meet the general education requirement under Life Skills. It involves faculty from various vocational and academic disciplines who will provide an introduction to the history and concepts of technology as well as a survey of the vocational opportunities and related educational requirements in current technological fields. First hand experiences with technological processes (i.e. computers, optical scanners in supermarkets) are an integral part of the course as are discussions on the issues of technology and human values (i.e. privacy, medical technology, the question of life and death, and the future of technology).

·Brevard Community College (Cocoa Beach, Florida) Robert Aitken "Introductory Humanities Course"

Like Saddleback's course, Brevard's new interdisciplinary course will first be offered in Spring 1981. However, the latter course while open to all is targeted for Associate in Science and technical students and will be one option in the general education requirement. The course focuses on four major topics -- humans in nature, humans and humans, humans and the divine, and humans and technology -- and uses a variety of sources for instructional material. A recently formed Lay Advisory Council to the Humanities provided input during the planning of the course and the vocational instructors support and endorse this new offering.

Two other interdisciplinary humanities courses should also be mentioned.

"The Art of Being Human" at Miami Dade Community College (Miami, Florida) Drs. Richard Janero and Thelma Altshuler and "Mirrors of the Mind" Valencia Community College (Orlando, Florida) Dr. Louis Schlegel. While neither course is designed specifically for occupational students, Valencia's course is now required in certain occupational-technical programs and others have it as their number one elective; and Miami Dade's course attracts large numbers of occupational students. Instructors at both institutions have written their own textbooks for the courses and the texts are accompanied by media presentations and by activities that require students to think and to write. At Valencia students are told they will acquire specific competencies from the course; by the end of the semester students recognize the gains they have made in critical reading, critical thinking, framing concepts, and synthesizing.

Specialized Courses for Targeted Occupational Programs

·Shoreline Community College (Seattle, Washington) Ann McCartney and Elizabeth Nowlis "Perspectives on Dying"

This course is a joint effort by two instructors, one from the humanities and one from nursing. Originally the course was designed to assist nursing students deal with the terminally ill and their families. However in response to student demand, it is now open to all students. Both the faculty involved and the students enrolled endorse the multi-perspective approach and the team teaching format.

·Highline Community College (Midway, Washington) Charlotte Davis "Literary Reflections on Living/Suffering/Dying"

Short stories, poems, and plays are utilized for the emotional insights and perspectives they shed on these universal issues. Again, the content is tailored for nursing students, but others are invited to enroll for either one or three academic credits. Class size is limited to 24 to encourage group discussion.

·Oakton Community College (Morton Grove, Illinois) Phyllis Woloshin "Medical Ethics"

Designed for students in allied health programs, this philosophy course covers the following topics: genetic engineering and testing, abortion, health care delivery, euthanasia, death and dying, and personal rights. Traditional ethical theories are presented as well as non-western views on the above issues with the intent that students will develop their own ethical criteria to deal with these professional issues.

·Johnson County Community College (Overland Park, Kansas) Landon Kirchner "Ethical Issues in American Health Care"

Offered for the first time in Spring 1980, this one unit humanities course for nursing students addresses the value issues that attend the changes taking place in biological sciences and the resulting changes in the health care system. Old assumptions are questioned. roles and procedures are re-examined, and means and goals are re-evaluated on the following: informed consent, right to refuse treatment, abortion, suicide, and allocation of medical resources.

·Skagit Valley College (Mt. Vernon, Washington) Walter Coole "Introduction to Ethics"

After completing a core of fundamental subject matter in the introduction to ethics course, students can take the code of ethics for their intended occupational choice and compare their own moral views to that of the profession. Nursing, law enforcement, and education students, as well as those in other occupational programs, have examined their occupations' code to determine which are good on paper but not in practice, which are consistent with practices in the working world, and which need to be revised or updated. Mr. Coole has developed professional-ethics projects for about 200 different occupations.

·Cerritos College (Norwalk, California) Sylvia Hubbell "Spanish for Careers"

This Spanish course is individualized for persons planning to enter or already working in the areas of allied health, law enforcement, and fire science. The course is offered both on campus and in various off campus locations to accomodate the needs of people in these fields. The emphasis is on the technical language required in each of these professions.

Modules

·Johnson County Community College (Overland Park, Kansas) Landon Kirchner, Scott Yeargain and Lois Nettleship

Three types of humanities modules have been developed and implemented for the law enforcement program, nursing program and business program. Ms. Nettleship, a history instructor, researched, wrote, and delivered four classroom presentations on 1) history of the police and the political machine, 2) history of changing definitions of crime, 3) history of vagrancy laws, 4) Bill of Rights. A bibliography for faculty, list of source material for class discussion, and possible student projects accompany each topic. Each of the classroom presentations have been video-taped for future use by faculty in the law enforcement program.

Mr. Yeargain, a philosophy instructor, has developed seven case problems on ethical issues in business. These cases pose real-life situations and involve students working through various conflicting principles and concluding that there are situations where it is difficult to choose one solution over another. When used in business management courses, students seemed to appreciate the technique and the necessity for examining such issues. Mr. Yeargain also brought several consultants to campus and interviewed them on video-tape on ethical issues in nursing and business. These interviews are available for instructors in the two programs to use where appropriate. However experience now indicates that the tapes would have greater classroom applicability if the instructors utilizing them had been involved in the interview process and had directed the questions to the outside consultants.

·Edmonds Community College (Edmonds, Washington) Mary Hale and Barbara Morgridge "Dignity and Work"

The first in a planned series of three one unit modules was offered in Fall Quarter, 1980. The module, specifically designed for vocational students,

examined themes in the American Labor Movement through film, literature, local history, art and song. Some vocational instructors canceled their classes to allow students to attend the full day module. Over 100 students attended and 76 registered for credit. Six instructors from various disciplines were involved and a labor activist provided a Washington labor movement perspective. In February the module will be repeated on two evenings for night students. The Labor Movement module is accompanied by an extensive bibliography citing fiction and non fiction works as well as films dealing with the topic. A number of works on Washington's labor history are included. A third module with different content will be offered in May.

Still in the planning stage are a variety of modules targeted for students in the horticulture and electronics programs focusing on the concept of design. These modules will present the concept of design in such fields as art, music, computer programming, and airplane construction.

·Amalgamated Clothing and Textile Workers Union (15 Union Sqare, New York, N.Y. 10003) Victoria Lebovics

While not a community college, the modularized materials developed by the humanities project staff for their union members could easily be utilized by a two-year college. The films, short stories, poetry and accompanying discussion questions highlight two themes. The first theme is the slow, frequently painful steps taken by various workers to achieve unionization and the changing role of women in the union movement. The second theme is craftsmanship as seen in a variety of pursuits and activities.

Modules in the Planning Stage

·Santa Monica College (Santa Monica, California) Barbara Bilson

Working with an instructor in machine technology, Ms. Bilson has sketched out a series of modules featuring the machine as it is portrayed in various art forms. One module would deal with the machine in art, another with the machine in music, and a third with the machine in literature. These modules will be targeted for students in the machine technology program.

·Clark County Community College (Las Vegas, Nevada) Joan Doggerell; Big Bend Community College (Moses Lake, Washington); Alice Milnolland, Spokane Falls Community College (Spokane, Washington); C. Bryan West

These three English instructors are developing literature modules to be used with different occupational students. Mr. West has the cooperation of the business faculty and will utilize literature selections where the content is relevant to students in that program. The other two instructors do not intend to focus on one particular occupational area; instead they intend to use literary works that will have applicability to a broader group of occupational students.

·Indian Hills Community College (Ottumwa, Iowa) David Harris

A three week module on the theme of "Change in Technology" is being developed. The module will be utilized in the various agriculture technology

programs and will involve team teaching by faculty from these programs and instructors from literature, sociology, and religion.

Resource People and Resource Material

•Miami Dade Community College (Miami, Florida) Thelma Altshuler

By combining humanities classes that meet at the same time, instructors are able to share their expertise and dialogue with each other and with students on topics such as, "How does the design of a super market (other building) guide human behavior?", or "The artist as outsider -- fact or fancy?" It is hoped that this guest lecturing/joint discussion format will be extended to include instructors in other academic and occupational areas.

•Clark College (Vancouver, Washington) Allen Gates "Faculty Interchange"

To encourage faculty to serve as guest lecturers, some faculty development funds have been allocated to this new program. Faculty who agree to lecture in another course are given a small honorarium.

•Johnson County Community College (Overland Park, Kansas) Landon Kirchner

Building upon the informal practice of faculty from the humanities and social sciences lecturing on a variety of subjects in their colleagues classes, the college established a seminar series which drew faculty from all areas of the campus. The series provided an opportunity for instructors to share their ideas on social, educational and professional issues. This activity promoted contacts between humanities faculty and occupational faculty and led to the development of humanities modules for the law enforcement,business and nursing programs.

•Shoreline Community College (Seattle, Washington) Denzil Walters, Dennis Peters, Louise Douglas

The idea of faculty serving as guest lecturers in their colleagues classes gained momentum through a workshop held on the campus in October, 1980, as part of the Washington State "Revitalizing the Humanities in the Community College" project. Faculty have both requested lectures and offered to speak on topics such as "The Psychology of Change in Human Food Behavior", "The Accoustics of Music", "History of Tools", "The Metric System" and "Pythagoras and His Cult in Greece." The actual lecturing will begin Winter Quarter, 1981. It is hoped that some funds or release time can be granted so that one faculty member can serve as a campus coordinator to match requests with expertise and to arrange the scheduling of these guest appearances.

Resource material such as bibliographies and discussion topics and questions are frequently developed to accompany modules. It is questionable whether resource materials that do not accompany or supplement some type of lecture or presentation would be used by either occupational faculty or students.

This report is one in a series of reports being written as part of "Revitalizing the Humanities in the Community College," a Washington State Board for Community College Education project funded by the National Endowment for the Humanities.

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ARTHUR M. COHEN
JOHN LOMBARDI
FLORENCE B. BRAWER

1047 GAYLEY AVENUE, SUITE 205
LOS ANGELES, CALIFORNIA 90024
(213) 208-8088

INTEGRATING THE HUMANITIES AND OCCUPATIONAL PROGRAMS--INVENTORY UPDATE

Miriam M. Beckwith

Information about other courses and formats to integrate the humanities and occupational programs have recently come to the attention of staff at the Center for the Study of Community Colleges. This inventory update will provide a short description of the different approaches and the name of the person to contact for additional information.

Interdisciplinary Courses and Specialized Courses for Occupational Programs

·Chemeketa Community College (Salem, Oregon), William Slonecker

The transformation of Salem Vocational-Technical College into Chemeketa Community College and the expansion of the lower division academic curriculum created a need to integrate humanities and occupational offerings. Two courses were created to meet this need -"Oceans"and"Literature for Technicians."

The multidisciplinary course "Oceans" grew from an earlier National Endowment for the Humanities - funded Course by Newspaper program. The goal is to bridge humanities, technology and science through the study of technical terminology, oceanography, art, music and literature all focusing on the sea. In addition, students from both the liberal arts and the vocational-technical division develop their learning and thinking skills through the use of materials especially developed by the instructor for a diverse group of students.

"Literature for Technicians" is a non transfer course designed in conjunction with vocational instructors for students in technical programs, such as electronics and automotive. Many of the students in this class work at an outside job, have poor reading and study skills, and have had a prior negative experience with a humanities or liberal arts course. While many of these students feel that technology provides the answers to life, they have in the past found humanities instructors who attack the technologies in general and their interests in particular.

Mr. Slonecker's approach is two fold. First, he wants to overcome the negative attitude that such students have to reading and literature. Secondly, he hopes to demonstrate to students the power that literature holds in allowing us to gain new information about life, problems, and ways to deal with problems so that students have a broader perspective on their own lives. He does this by breaking the content of the selections into small manageable packages and working with students on the different ways that language is used to convey an author's meaning.

The reading includes two novels, John Dos Passos' 42nd Parallel and John Godey's The Taking of Pelham 1, 2, 3. 42nd Parallel is difficult reading but students find themselves vicariously encountering a variety of life experiences and meeting a large number of people with the central character. The other

novel fascinates students with its wealth of technical knowledge. In addition, essays, such as Clarence Darrow's "Address to the Inmates of Cook County Jail" and Jonathon Swift's "A Modest Proposal"; short stories, such as Isaac Asimov's "The Feeling of Power" and poetry, such as Robert Frost's "The Death of the Hired Man" are read.

·Borough of Manhattan Community College (Manhattan, New York) Tziporah Kasachkoff

Through the college's affiliation with the National Humanities Faculty the planning for two interdisciplinary courses is now in progress. The Cities Project will integrate economics. literature, art, science and religion and explore how each contributed to the cities which became the intellectual capitals of the world. In the "Frontiers of Knowledge" course the advances in fields such as biology/genetics, computer technology/microprocessors will be presented to give students in various programs a basis for understanding scientific and technological advances and how such advances effect their lives.

·College of San Mateo (San Mateo, California) Donald Porter

The "Technology, Contemporary Society, and Human Values" course has been offered for five years. It was designed to forge a synthesis between the Humanities and Technical Divisions and to allow technically oriented students to examine and reflect upon the humanistic concerns related to their fields. The course covers the following four major topics: background and origin of the technological civilization, contemporary technologies and their impact, technology's influence on thought and society, and a summary/conclusion which focuses on the problems of controlling technology and the prospects for "new" technologies.

The course is taught by a political science/humanities instructor and has had a high enrollment each semester. It has the support of faculty and counselors in the vocational technical programs, and many of the students each semester come from the electronics and welding programs. In Fall 1980 an evening session was offered. It, too, had a high enrollment attracting a sizeable adult population in addition to students enrolled in different academic and vocational programs.

A new course is in the planning stage. It will build upon the Technology and Contemporary Society course but will focus on alternative technologies from a historical perspective and through some contemporaty blueprints. The second part of the course will examine alternative technologies in such areas as energy, food production and transportation.

·Genesee Community College (Batavia, New York) Margaret Williams

Through a grant from the National Humanities Faculty several instructors first examined the benefits of interdisciplinary courses and studied various team teaching techniques. Then a campus team designed two interdisciplinary courses. The first combines criminal justice and literature by exploring portrayals of criminal investigators in books and film. It will be offered in Spring 1981 as both a literature and a criminal justice course. A second course, bases on the T.V. series Connections, is being developed to link history and technology. While offered under history, it will be a recommended elective for students in several technical programs.

Modules

·Genesee Community College (Batavia, New York) Margaret Williams

The grant from the National Humanities Faculty was also the impetus for the development by various instructors of ethics modules. The modules use the case study method and are designed to be inserted into courses in business, journalism, physics, and criminal justice. A second type of module was developed by an art instructor and a math instructor based on the work of M. C. Escher. This module has been used in both art and math classes and has been favorably received by students and other faculty members.

·Johnson County Community College (Overland Park, Kansas) Landon Kirchner

Based on their experience with history and philosophy pre-taped lecture modules in the law enforcement and business programs, Mr. Kirchner and his faculty realized that while that approach was a good place to start it had some severe limitations. They are now working with faculty in three emerging technical programs - Energy Control, Automotive, and Construction to develop five modules with a thematic approach. The five are history of work, the social dimension of change in work, the psychology of work, work and leisure, and minorities and work. The current approach is to design modules of varying length so that they can be utilized at different times during the two-year program, depending on the instructor's needs and the appropriateness of the module topic to a given aspect of the curriculum. By designing the modules for new programs the staff feels that they can be firmly integrated into the program syllabus. This would seem to be a more effective way of insuring their acceptance by the technical faculty and students rather than having them displace existing curriculum or superimposing them on a course.

Additional update will be forthcoming as new courses and approaches are planned and implemented.

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This report is one in a series of reports being written as part of "Revitalizing the Humanities in the Community College," a Washington State Board for Community College Education project funded by the National Endowment for the Humanities.

APPENDIX H

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
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ARTHUR M. COHEN
JOHN LOMBARDI
FLORENCE B. BRAWER

1047 GAYLEY AVENUE, SUITE 205
LOS ANGELES, CALIFORNIA 90024
(213) 208-6088

PROJECT REPORT #14: FORMATION AND USES OF LAY ADVISORY GROUPS FOR THE HUMANITIES

Miriam M. Beckwith

One of the recommendations emanating from the Center for the Study of Community Colleges' research on humanities education in two year colleges has been that lay advisory committees, similar in structure and purpose to those in the occupational programs, should be established. Lay advisory committees are needed to give the humanities department a community connection and to build a support group to serve as advocates for the college's humanities program both on and off campus.

Over the past few years Center staff have presented this recommendation to administrators and two year college faculty at meetings and through publications. Several colleges and a few districts have recognized the need for a humanities support group and have either established a lay advisory committee or are in the process of so doing.

This paper describes the process followed by the institutions that have successfully established an advisory group. The names of individuals to contact for additional information are included. Approaches that have not worked out well are also discussed.

Successes

·Clark College (Vancouver, Washington) -- Allen Gates

After reading this recommendation in a Center publication, Mr. Gates, the Chairman of the Humanities Division, decided to try to establish an advisory committee at his college. He talked about this idea with each of the faculty members in the Division and received both positive reactions and questions as to the purpose of such a group and the effect it would have on matters considered to be within their professional province. By working with faculty on a one to one basis, Mr. Gates demonstrated to the more sceptical instructors that such a committee could be beneficial to the Division and thus gained the support of two-thirds of his colleagues.

At an administratively funded retreat the supportive faculty met, discussed the committee, and agreed to its formation. Names of potential members were solicited with faculty having the veto power over any nominee. Eventually the college president asked 12 people (through an official letter) and nine accepted. These nine included a poet, city council person, physician, business woman, librarian, puppeteer, newspaper editor, and a coordinator for county human resources. All acknowledged that the humanities had diminished in importance in the community; all were eager to help the college reverse this situation.

The college president attended the first meeting and welcomed the members. The first few meetings were primarily informational with the Chairman of the English Department, who serves as the Division's official liaison to the committee, and Mr. Gates there to provide necessary information and to answer the committee's questions. The committee decided to undertake a project to develop a humanities

honors program to insure the maintenance of quality humanities offerings and to encourage and attract high caliber students. The committee now meets quarterly and their plans are to institute the honors program in 1982 to coincide with the college's 50th anniversary celebration.

·Brevard Community College (Cocoa, Florida) -- Robert Aitken

The suggestion to form a humanities advisory group was made by the National Endowment for the Huamanities consultant to various members of the humanities program as part of a consultancy grant during Fall 1979. Mr. Aitken, Chairman of the Division of Liberal Arts, spoke individually to faculty members; explained the purpose of such a group; assured them that it would not infringe on the faculty perogatives of curriculum and instruction; and gained their support prior to meeting formally as a Division and approving the establishment of an advisory group.

Through faculty and people in the community 25 individuals were indentified as potential council members. All were contacted, and twenty agreed to participate. Two basic criteria were followed in the nomination process; all areas of the county should be represented, and the nominees should be enthusiastic individuals who would have the time and interest to serve for a one-year term with the possibility of reappointment for subsequent terms. Although faculty members are not official Council members, they are invited to meetings to provide information and to observe. The college has a representative on the Council, who helps the Chairman develop the agenda, assists in the necessary arrangements, and is the official liaison between the college and the Council.

Because of the size of the Council and the difficulty of finding a meeting time suitable for all members, a steering committee was formed. This group meets more frequently and brings the results of its sessions to the entire Council for final decisions.

At the initial meeting, a summary of the possible roles and responsibilities of an Humanities Advisory Council was presented to the new members. Those roles were adopted with only minor changes:

BREVARD COLLEGE'S HUMANITIES ADVISORY COUNCIL ROLES

- To assist in evaluating and reshaping the humanities program of the college.
- To assist in exploring opportunities for cooperative humanities offerings with other departments of the college as well as with other agencies in the community.
- To develop a pool of community people who could act as program leaders and resource persons for humanities activities.
- To assist in enhancing community interest in the humanities.
- To provide channels and suggestions for the use of college humanists as community scholars on a professional consultant basis.

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- To be an advocate board in favor of humanities education.

- To advise the humanities faculty and students on job development and placement opportunities.

- To alert the college to specific community needs.

- To provide assistance in finding external funding for the humanities.

- To provide a continuing forum for defining the issues, uses, purposes, and application of the humanities in individual, corporate and civic life and for improving the quality of life of residents in the area.

For its first project, the Council decided to assist the Humanities Division in the planning of the proposed new introductory humanities course. Mr. Aitken reported that the involvement of the Council in the construction of the new course has been extremely beneficial. The members' ideas on teaching strategies and on possible materials and resources have allowed the Division to consider perspectives that heretofore had not been possible. In Mr. Aitken's words, "The Advisory Council is the best thing to happen to the humanities at Brevard College."

·Shoreline Community College (Seattle, Washington) -- Denzil Walters, Dennis Peters, and Louise Douglas.

After attending a May 1980 workshop coordinated by the Center for the Study of Community Colleges on the Formation of Lay Advisory Committees, Mr. Walters, Chairman of the Humanities Division; Ms. Douglas, Assistant Chairman; and Dennis Peters, Professor of Humanities, became convinced that such a committee was both feasible and desirable. During the first weeks of Fall Quarter they proposed the idea to others in the Division. Additional interest in the committee was generated by other activities connected with the statewide National Endowment for the Humanities grant.

In December at a Divisional meeting a formal proposal was made to create a Humanities Advisory Committee, which would advise the faculty in areas similar to those established at Brevard. The motion was unanimously approved. All interested faculty were then invited to attend a second meeting to set up the nomination procedure and the qualifications for members. It was decided that those nominating potential members should provide information on the individuals' interests and strengths. The group wanted people with a range of backgrounds, jobs, and ages, and were particularly interested that those nominated have the time to be active and involved.

From the faculty nominations fifteen individuals accepted their invitations to become members of the Humanities Advisory Council. The informal invitation was followed by a formal invitation from the college president. The first session was a dinner meeting at which the college president and other college officials welcomed the new committee members. Dennis Peters will be the Division's liaison with the Committee.

·Olympic College (Bremerton, Washington) -- Polly Zanetta

As in the case of Shoreline Community College, the stimulus for a Humanities Advisory Committee came after Polly Zanetta, Chairwoman of the Humanities Division, and two faculty members attended the Center for the Study of Community Colleges' May workshop. The two faculty members were very enthusiastic about establishing a group and discussed it at a Division meeting. The Division decided to form a committee, made up of four instructors, which was charged with developing a formal proposal to establish a lay advisory committee. The final proposal was sent to each member of the Division, and at the next Divisional meeting it was accepted by all.

The proposal was then sent to the Dean of Instruction and the college president. Both were receptive to the proposal but had some concerns, particularly regarding the ability of members with a general humanities background or interest to advise on particular disciplines. Written statements on the usefulness of committees whose members share a broad interest and concern for the humanities and comments from people at other institutions where such groups have been established convinced the Dean that such groups could be viable and beneficial.

By February the Division was in the final stages of selecting and notifying committee members. All the faculty in the Humanities Division were encouraged to nominate candidates for the nine member committee and the nominated individuals had to be acceptable to the entire Division. The following criteria guided the nominating procedure: members represent the college's entire service area, members' interests cover all disciplines in the Division, and at least one member be involved with the public schools. The formal invitations to the community members are being issued by the Dean of Instruction. This is the same procedure used in appointing vocational advisory committees. Ms. Zanetta has been asked by the Division to serve as the official representative. At the first meeting members will be asked to consider involving themselves in several projects, including helping to set up a Humanities Honors Program and assisting the Division in strengthening its community outreach efforts.

·San Diego Community College District (San Diego, California) -- Dorothy Berger

The planning for an advisory committee to assist in a multi-campus, rather than a single campus, district required a different approach than that described above. Ms. Berger first presented the proposal for an advisory committee to the District Executive Council, a group made up of the college presidents, the senate presidents, the bargaining agent representatives, the student council presidents, and all district level directors. The Council was very receptive to the idea and encouraged Ms. Berger to proceed. She then obtained approval from the four faculty senates, the United Student Council and the Chancellor. In addition, she spoke to a sizeable number of faculty at the different campuses to gain their support. The proposal was then placed as an agenda item on the docket for the District Board of Trustees. The Board had before it the rationale for such a committee and its purposes, namely to consider such topics as:

- Assessment of community needs and interests related to the humanities;

- Review the scope of current humanities offerings;

- Methods of recruitment and employment of students;

- Development of public information programs related to the humanities;

- Development of cooperative programs and internships with institutions such as museums, libraries, and symphony orchestras;

- Methods of bolstering declining public funds for humanities programs

In December 1980 the Board approved the formation of a District Lay Advisory Committee for the Humanities and authorized the Chancellor to convene the committee. The group will consist of 15 community members chosen because they are deeply involved in some way with at least one aspect of the humanities, and have the time and interest to serve as advisors to the District, and two faculty members and one administrator from each campus. Nominations for community members can come from any trustee, administrator, or faculty member. Selection of members will be made by the Chancellor and Senate Presidents with the formal appointment coming from the Chancellor. The faculty are to be selected by each Senate President, and can be either humanities instructors or occupational faculty with an interest in the humanities; the administrator, who is to be from the humanities area, will be appointed by the campus president.

Failures

In one multi-campus district the chancellor approved the idea of a committee and assigned a humanities instructor the responsibility for forming such a group. The instructor received some release time for a semester to work on this project and during that time formed an inter-campus committee of faculty people from the humanities department on all three campuses. The committee met a few times and devoted its efforts toward the issues of who should be invited to serve on the lay advisory group, who should make the initial phone calls to potential members, and from whom should the formal invitation come.

Responsibility for forming the advisory group was then given to another instructor. Again release time was granted for a semester. Some 18 months after the chancellor approved the idea, a list of community people had been generated and invited to join. Sixteen individuals accepted and the Board met in June, 1980. The meeting included presenters from all three campuses and sparked enthusiasm for several projects among the new Board members.

Then the instructor who had been assigned the leadership role assumed another position within the District, and no release time was available for someone else to take over the role of Board organizer and liaison. The future of the Advisory Board seemed to be riding on the question of whether another humanities instructor would be given release time to take over the position of campus leader.

- In a second multi-campus district the chancellor approved the idea and assigned a third-level district administrator the task of forming a group. This person convened a committee of faculty members from all the colleges in the district. This faculty committee met four to six times, elected a chairperson, and resolved to consider first what it would take to gain a sense of the humanities among all the campuses in the district. They felt that addressing this issue was a necessary prerequisite before a district wide community advisory group could be formed. At the end of the academic year little progress had been made to resolve the first issue and over the summer other concerns seemed to take precedence over an advisory group for the humanities. Within a year the entire idea of a community group to serve as advocates for the humanities seems to have been dropped.

- In a third multi-campus district a humanities division chairperson took it upon himself to form an advisory committee. Faculty were invited to nominate individuals and the administration approved the formation of such a group. The committee was established as an ecumenical council with representatives from the major religious organizations in the area and a few other people. The group met quarterly for a year. The meetings were primarily spent with the division chairperson, who served as the committee head, and a few faculty members telling the group about various campus activities. Little seems to have been done to encourage the committee to become involved in a project. Consequently, during the second year no meetings were held since apparently the committee had nothing to do.

Comments

A few guidelines can be drawn from the successful and unsuccessful examples enumerated above. First, the idea of a lay advisory committee to the humanities will fail if it is imposed by the administration and assigned to someone who is neither supportive nor enthusiastic about the concept, but merely assumes the responsibility as part of his/her job or because release time has been given to work on establishing such a group.

Second, the idea will fail if the majority of faculty within the humanities department do not support it. A faculty person, preferably a department chairperson, must present the idea and gain support -- or at least neutralize the opposition -- among his/her colleagues. Administrative support should be solicited early on; it helps if the president of the college shows the faculty and the committee that he/she approves of the idea.

Third, the uses and operations of the committee need to be articulated. It is a serious mistake to convene busy and active people to serve either as a listening panel or to perform a rubber stamp function on projects or issues that the staff have previously decided to work on. The committee can and must be involved in specific activities, such as promoting an honors program, recruiting community resources and support for the college's humanities program, visiting classrooms to speak on behalf of the humanities to the students, and generating vigorous support for the humanities at college board meetings. In general the committee cannot act in program planning (the board is the policy-making body) but it can provide information useful for planning. The committee can question the role of the humanities at the college, the resources available

for them, and the program goals. It can work with the faculty in designing a community survey regarding the future of the humanities. The very presence of interested community people helps the humanities instructors think differently about their own work.

Lastly, a multi-campus district may have more difficulty in establishing a group than a single campus. Certainly, more people have to be involved, and there should be a supportive faculty person on each campus working to gain faculty approval for the idea. It may be necessary to obtain the Board of Trustees support and then have encouragement from a high level campus administrator. Although the process may be more complicated, the benefits gained will more than outweigh the difficulties. As on chairman put it, "The Lay Advisory Committee is a way for me to relate to my colleagues differently. It is fun and exciting. It's an antidote to the deadening repetitiveness of our work. It gives us a new set of peers to relate to."

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This report is one in a series of reports being written by the Center for the Study of Community Colleges as part of "Revitalizing the Humanities in the Community College," a Washington State Board for Community College Education project funded by the National Endowment for the Humanities. Individuals who desire more information can obtain from the ERIC Clearinghouse Advisory Committees for the Humanities ED 188 669.

JAN 8 1982

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